ARLINGTON PUBLIC SCHOOLS

In accordance with the provisions of the Massachusetts General laws, Chapter 30A, Section 20, notice is hereby given for the following meeting of the:

Arlington School Committee
School Committee Regular Meeting
Thursday, March 10, 2016
6:30 PM

Arlington High School
School Committee Room
869 Massachusetts Avenue, 6th Floor
Arlington, MA 02476

6:30 PM Open Meeting

- *Moment of Silence*
- *Peirce School Artwork*

6:35 PM Public Participation

6:45 PM Update on Social Studies Curriculum, D. Conklin

7:05 PM FY 17 Superintendent's Budget for School Commitee Approval

7:20 PM Discussion on Gibbs School

7:35 PM Monthly Financial Reports, D. Johnson

7:45 PM Superintendent's Report K. Bodie

- *School Enrollment Task Force Update*

8:05 PM Consent Agenda

All items listed with an asterisk are considered to be routine and will be enacted by one motion. There will be no separate discussion of these items unless a member of the committee so requests, in which event the item will be considered in its normal sequence:

- *Approval of Accounts Payable Warrant: Warrant Number 16129, Dated 2/25/2016 total Warrant Amount $687,193.31*
- *Approval of Regular School Committee Minutes: February 25, 2016*
- *Approval of AHS 8th Annual Model Congress Trip to Univ of Pennsylvania, March 31-April 3, 2016.*
- *Approval of OMS/AHS Trip to Japan our sister city, July 2016.*
- *Approval of AHS Sophomores and Juniors France Exchange Melun, France April 14-25, 2017. and Home Stay (French Students in Arlington October 14-25, 2016.*

8:10 PM Subcommittee & Liaison Reports & Announcements

· *Policies & Procedures Jud Pierce (Chair)*
  - *First Reading on the following policy changes:*
  - *File: JEB Entrance Age*
  - *File: KAA Pysical Restraint of Students*
  - *Files: GCA, GCB, GCBA and GCBB Profess Staff contracts & compensation (Not included in this packet yet)*
  - *File: IJNDD- Email Distribution List Policy*
  - *File: ACAB-E Policy on Sexual Harassment*
  - *Delete File JICG*
  - *Delete File KGC*
  - *File ADC*
  - *File KI Visitors to the Schools*
  - *File EEAA*
  - *JKKA Physical Restraints Policy*

· *Budget Kirsi Allison-Ampe (Chair)*
· *Facilities Cindy Starks (Chair)*
· *District Accountability, Curriculum/Instruction & Assessment Jeff Thielman (Chair)*

· *Community Relations Jennifer Susse (Chair)*
  - *Second Read on Survey for parents and teachers*

· *Executive Session Minute Review Subcommittee Voted 5/28/2015*
· *Warrant Committee - Voted 4/9/2015 Bill Hayner (Chair)*
· *School Enrollment Task Force*

SCHOOL LIAISONS

Bishop
Jennifer Susse

Brackett
Kirsi Allison-Ampe

Dallin
Jud Pierce

Hardy
Bill Hayner

Peirce
Jud Pierce

Stratton
Jeff Thielman

Thompson

Bill Hayner

OMS
Cindy Starks

AHS
Jeff Thielman

Town Wide PTO
Cindy Starks

8:30 PM Executive Session

- *To conduct strategy sessions in preparation for negotiations with union and/or nonunion personnel or contract negotiations with union and /or nonunion in which if held in an a open meeting may have a detrimental effect.*
- *To conduct strategy with respect to collective bargaining or litigation, in which if held in an open meeting may have a detrimental effect, Collective bargaining may also be conducted.*
- *Approval of draft Executive Session Minutes*

9:00 PM Adjournment

The listings of matters are those reasonably anticipated by the Chair, which may be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law.

Stated times and time amounts, listed in parenthesis, are the estimated amount of time for that particular agenda item. Actual times may be shorter or longer depending on the time needed to fully explore the topic.

Correspondence Received:

- *Model Congress trip approval, March-April, 2016*
- *Japan, Sister City Trip approval, July 2016*
- *Legal Spreadsheet for January 2016*
- *Peirce Elementary Art Work*
- *Warrant #16129 Dated 2/25/2016*
- *Draft Minutes for Approval 2/25/2016*
- *Survey from Community Relations Subcommittee*
- *AHS Athletics Update*
- *Marilyn Flaherty obituary*
- *March 2016 Monthly Financial Reports*
- *APS History and SS Dept Essential Academic Skills & Historical Thinking Mindsets, History Dept 6-12 and OMS Proficiency Benchmarks, Powerpoint Presentation*
- *Invitation to All Town Band and Orchestra concerts, March 10, 15, 16 at OMS, 7 PM*
- *Trivia Bee**,** Sunday, March 20th, from 3-5 pm, at Arlington Town Hall*

- *Alexandra Lee email regarding ACA and Gibbs, March 7, 2016*
- *Lisa Pizziferri email and correspondence documents*
- *The family of Roland E. Chaput acknowledgment of appreciation*
- *League of Women Voters of Arlington*
- *Japan Trip for Approval*
- *All Policies for First Read*
- *Monthly Financial Reports*
- *Kathy Bodie memo to School Enrollment Task Force March 8, 2016*
- *Community Relations Subcommittee Minutes January 4, and 28, 2016*
- *Updated Timeline 3 10 2016 from John Cole*

Town of Arlington, Massachusetts

6:45 PM Update on Social Studies Curriculum, D. Conklin

ATTACHMENTS:

	Type	File Name	Description
🗋	Presentation	History_Dept_School_Comm_Presentation_3.10.16.pdf	History Department Presentation
🗋	Backup Material	Hist_Dept_Acad___Hist_Thinking.docx	History & Social Studies Dept Essential Academic Skills & Historical Thinking Mindset
🗋	Backup Material	History_Proficiency_Benchmarks.docx	History Proficiency Benchmarks
🗋	Backup Material	Sample_OMS_Benchmarks.docx	OMS Benchmarks History Proficiency Benchmarks

Arlington Public Schools
History & Social Studies Department

School Committee Presentation
Thursday, March 10, 2016
Denny Conklin- Director of Social Studies

The Mission of the APS History & Social Studies Department:

In Arlington Public Schools, teachers seek to engage students in the study of history and social studies through authentic instruction: having students experience history through interactive, real-life based activities, perspective-taking, and a critical analysis of history that makes connections to today's society. As part of their study of history, we also look to develop students' research, critical thinking, and writing skills as well as modeling and cultivating their ability to engage in civil discourse, leading students to be prepared to become active members of the society they live in.

History & Social Sciences Department Core Values

ENTERING ARLINGTON ON

ARLINGTON RUNS ON HISTORY

Academic Skills:

- Reading
- Writing
- Speaking & Listening
- Research
- Organization & Time Management
- Collaboration
- Note-taking

Historical Thinking Skills:

- Historical significance
- Evidence
- Continuity and change
- Cause & consequence
- Historical perspectives
- Ethical reflection
- Civic participation

Where We've Been

ARLINGTON RUNS ON HISTORY

The Numbers:

2014-2015 AHS History Enrollment: 1329 (1344)

2014-2015 Ottoson History Enrollment: 1077 (1113)

Total AP Students: 302 (333)

AP US (146): 84% scored 3 and above

AP Euro (38): 73% scored 3 and above

AP Psychology (88): 93% scored 3 and above

AP Gov't (30): 77% scored 3 and above

Where We've Been

ARLINGTON RUNS ON HISTORY

Observations:

- Strong work in constructing curriculum maps for each grade
- Solid partnerships with local organizations
- Our elementary teachers are committed to teaching social studies despite limited time
- Our 6-12 teachers have a strong background in historical content
- There is clear enthusiasm among staff, administrators, and students for history education in the district

Where We Are

ENTERING ARLINGTON ON

ARLINGTON RUNS ON HISTORY

What I've Been Doing:

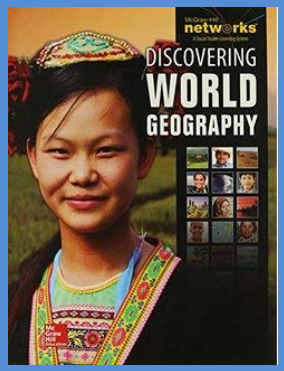
THE SOCIAL STUDIES SCOOP

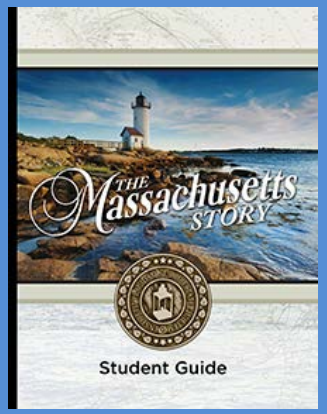
HISTORY MATTERS

- District surveys
- Classroom visits & walkthroughs
- Curriculum & resource review
- Weekly 6-12 memos, monthly K-5 newsletters
- Professional Development (JFK Museum, Primary Source)

New Initiatives:

- 7th grade textbook review & selection
- 3rd grade textbook review
- Proficiency Benchmarks
- 11% increase in AP enrollment at AHS

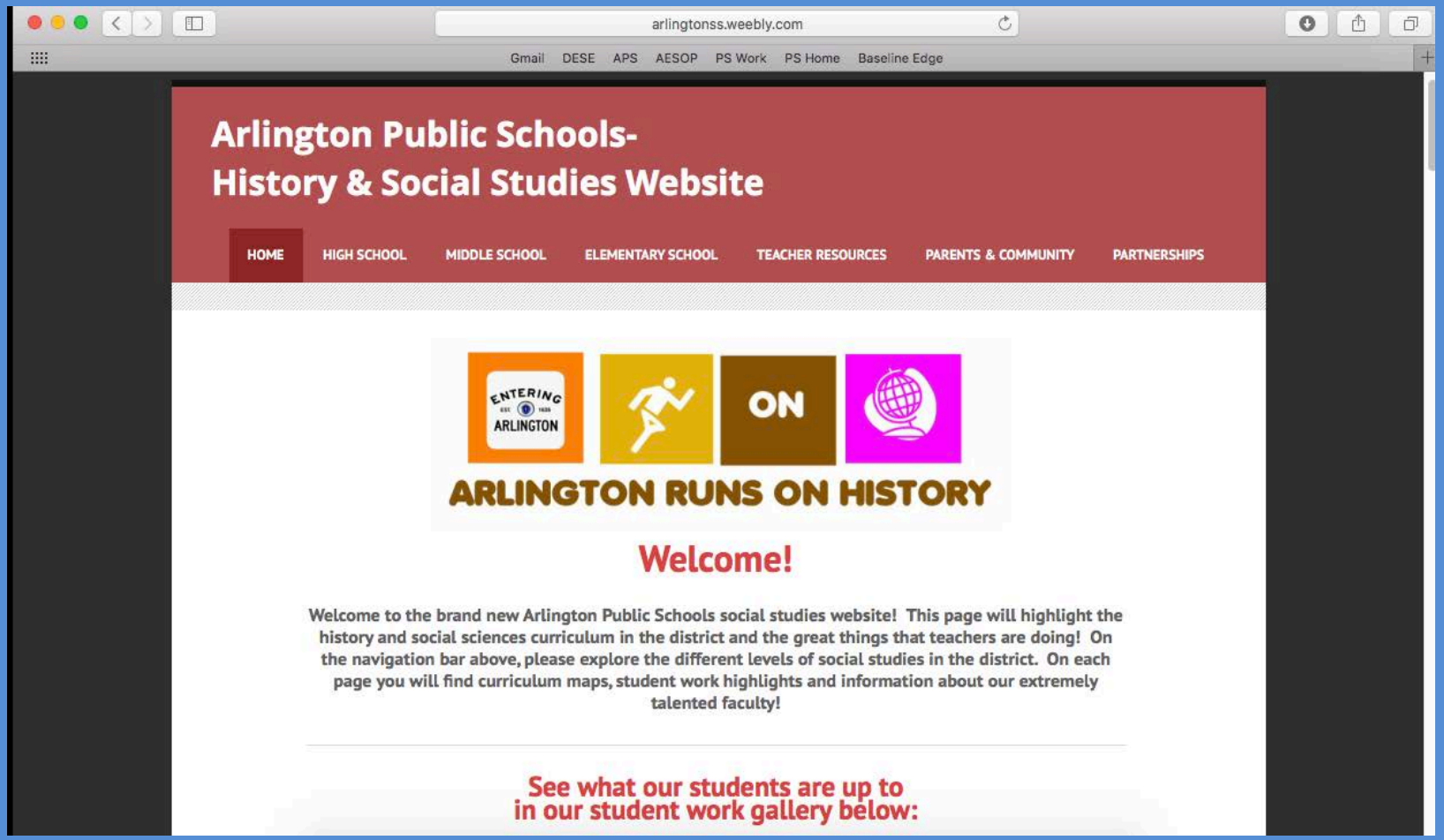




Where We Are

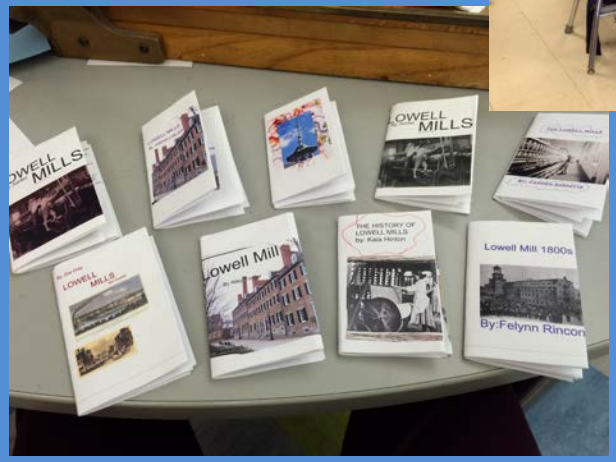
ARLINGTON RUNS ON HISTORY

New History Dept Website: arlingtonss.weebly.com



What's Going on in Schools?
K-5

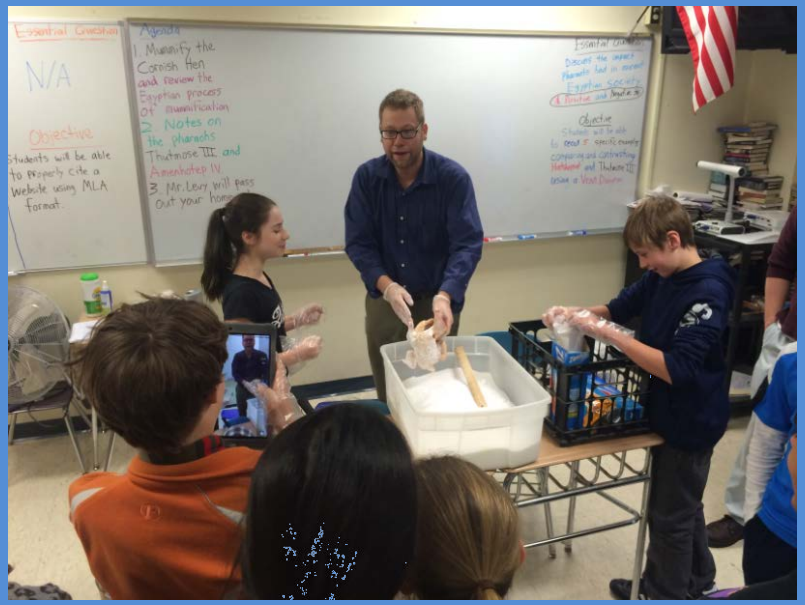
ARLINGTON RUNS ON HISTORY

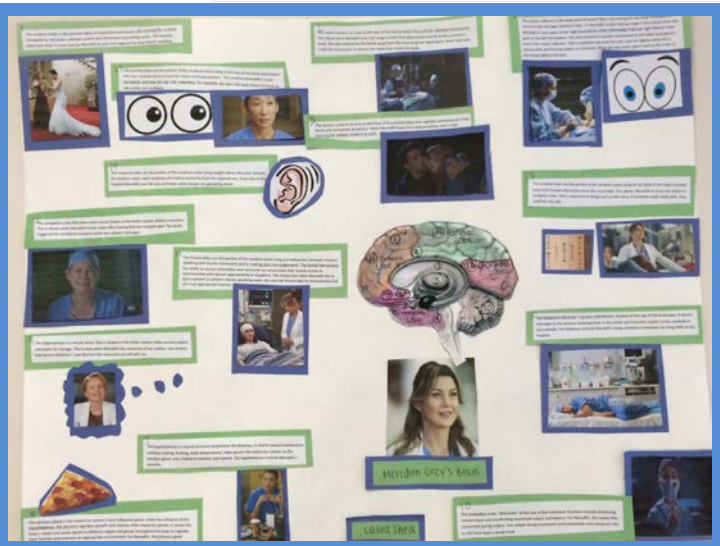


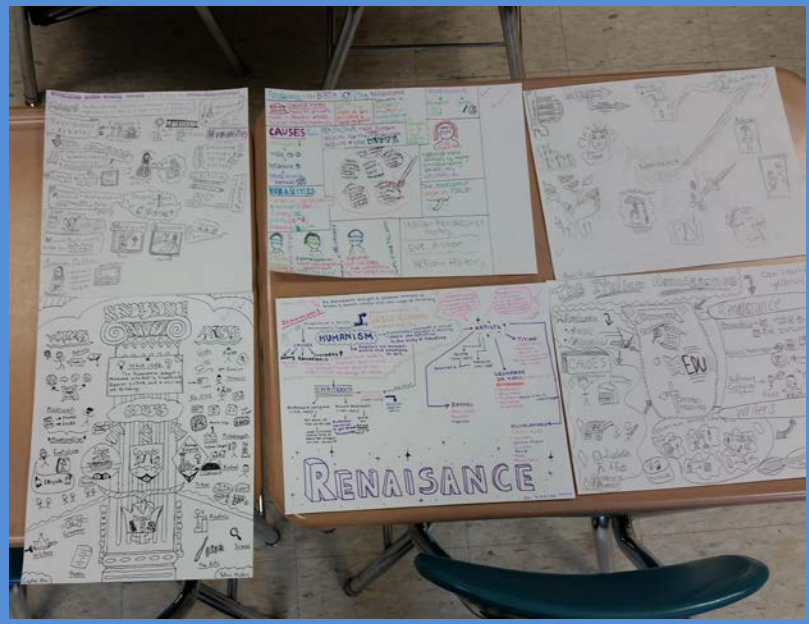
What's Going on in Schools?
6-12

ENTERING ARLINGTON ON

ARLINGTON RUNS ON HISTORY



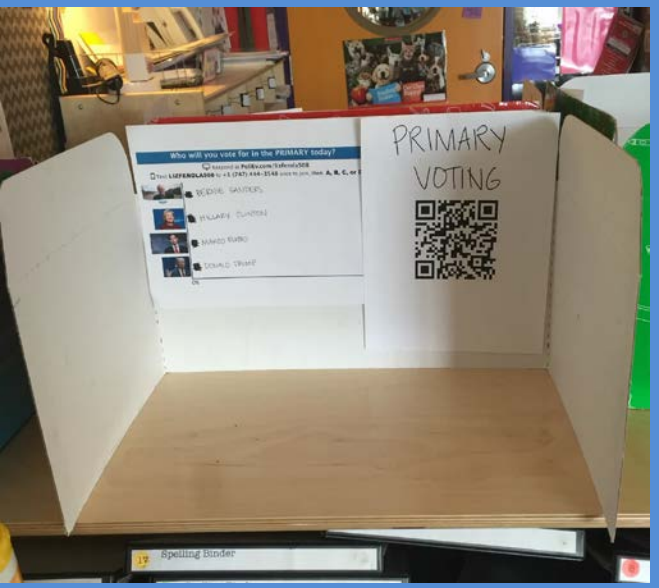


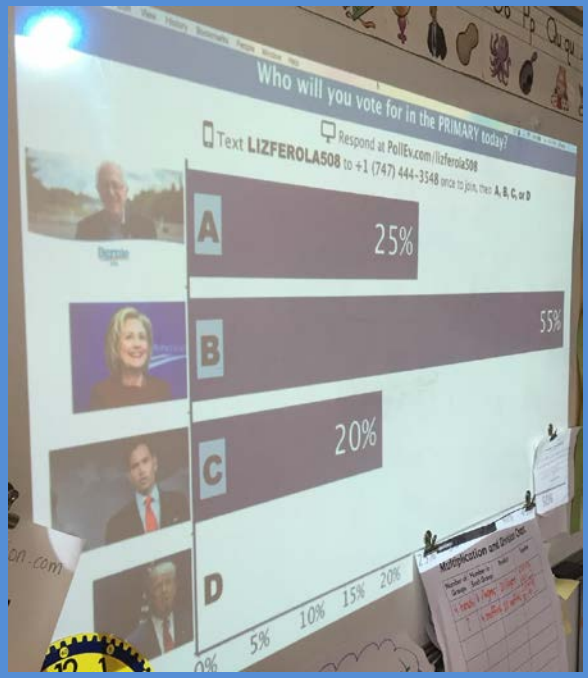


Civics: Super Tuesday 2016 Primary Voting

ARLINGTON RUNS ON HISTORY

	Clinton	Sanders		Carson	Cruz	Kasich	Rubio	Trump
Totals:	346	561		24	17	36	46	108
1138 Total Partic	Clinton	Sanders		Carson	Cruz	Kasich	Rubio	Trump
	38%	62%		10%	7%	16%	20%	47%





Clubs & Extracurriculars

ENTERING ARLINGTON ON

ARLINGTON RUNS ON HISTORY

NHD NATIONAL HISTORY DAY

AMERICAN MOCK TRIAL ASSOCIATION ~ 1985 ~

Where We're Going- Short Term Goals

District-Wide:

- Election 2016 common lessons
- Cultural Pluralism Committee

Elementary:

- Scope & sequences for each unit (including anchor texts, close reading & project-based assessment) horizontal & vertical alignment
- Revision of 2nd grade curriculum
- Co-planning with ELA

Middle School:

- New 7th grade textbook adoption
- Revision of 6th grade curriculum
- Interdisciplinary work

High School:

- Expansion of AP & SUPA courses; high AP scores
- Content & special-ed co-teaching inclusion classes

6th Grade Curriculum Revision

ENTERING ARLINGTON ON

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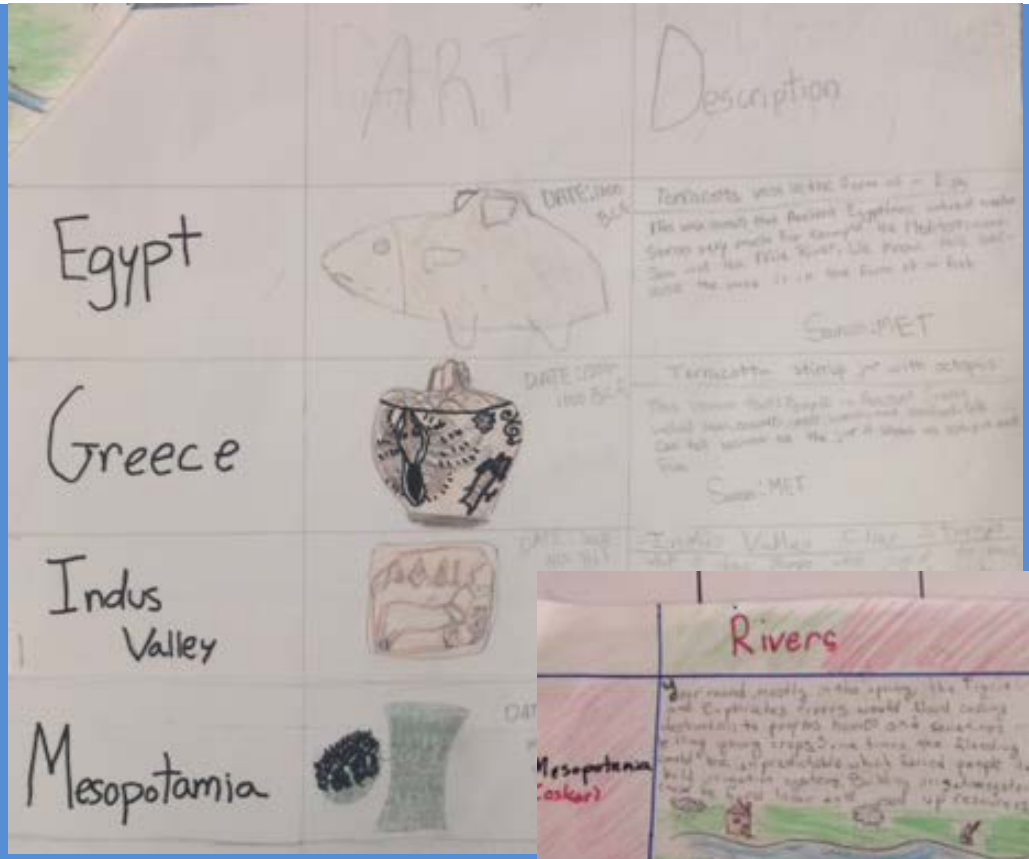
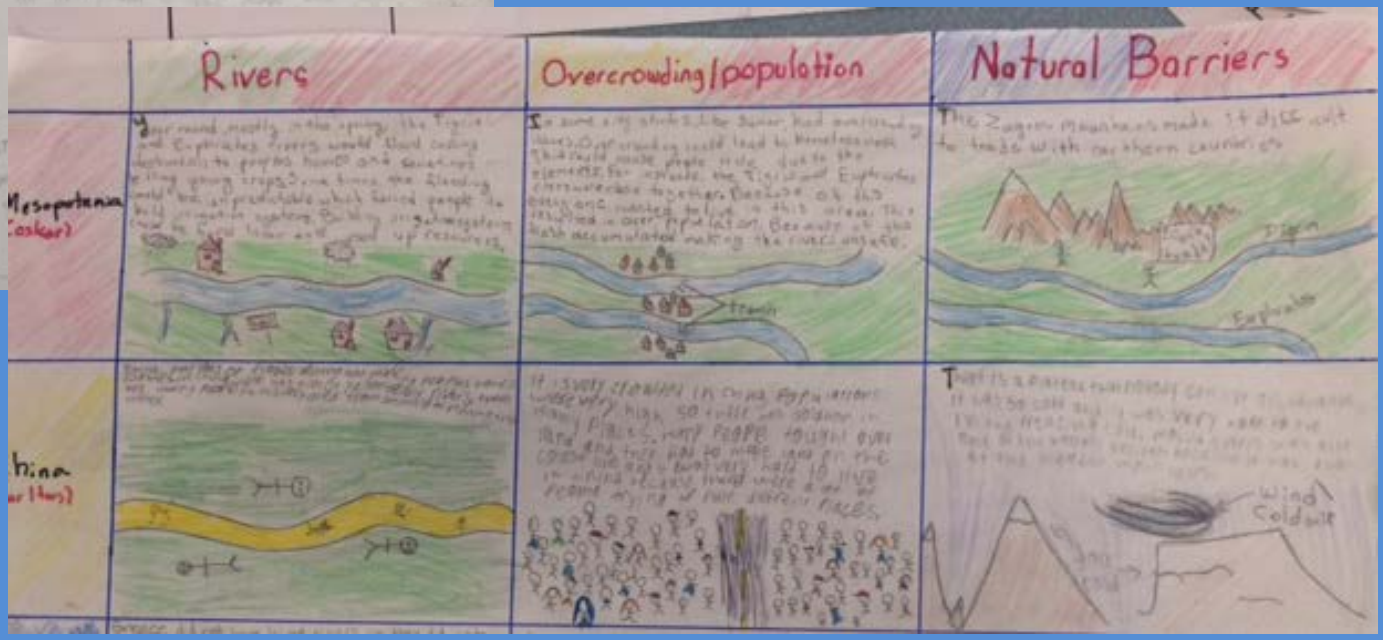
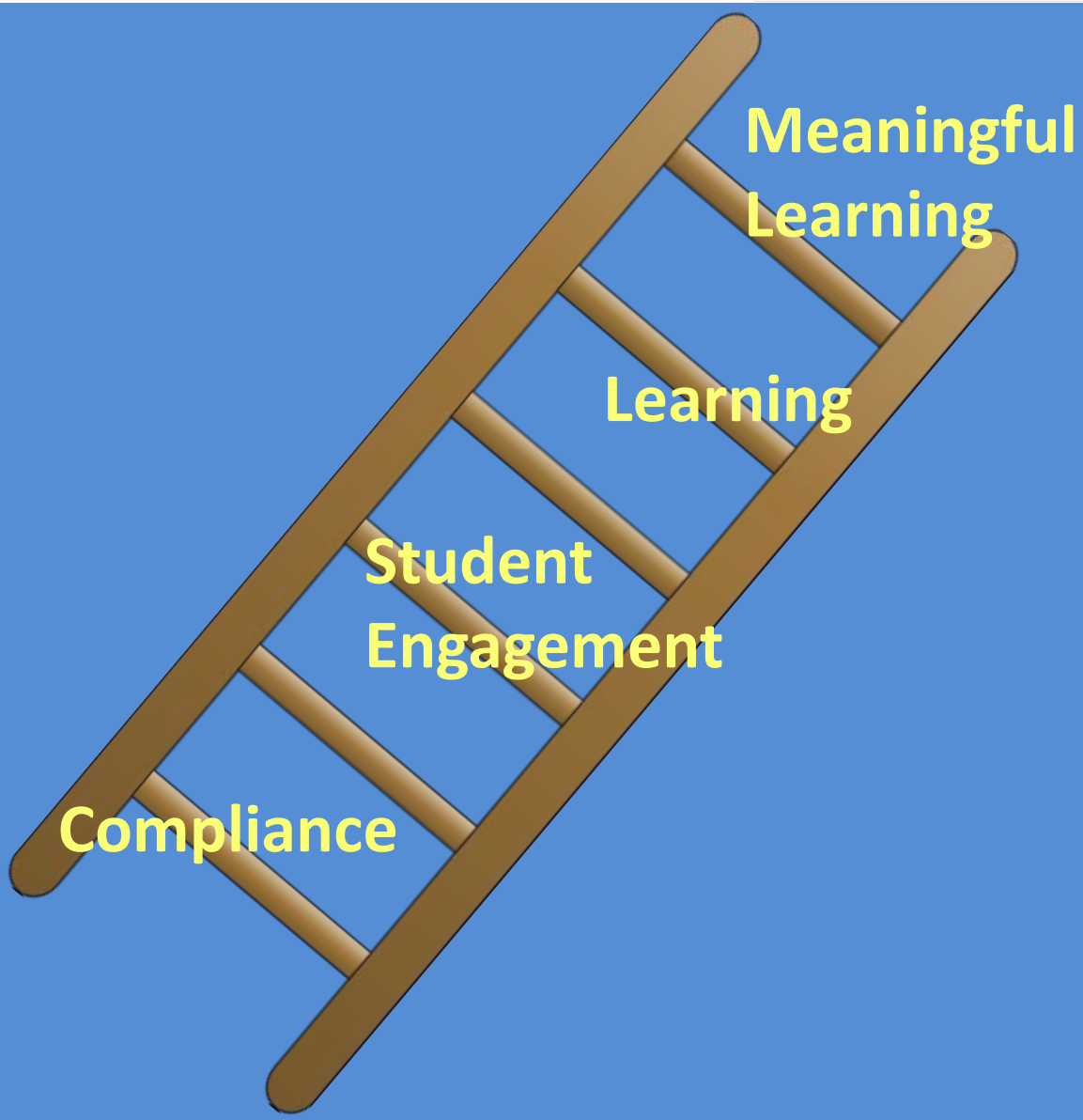




Redefining Student Outcomes

ARLINGTON RUNS ON HISTORY



Where We're Going: Long Term Goals & Concerns

District-Wide:

- Vertical & horizontal alignment
- Diverse identities represented in the curriculum
- Fuller integration of civics & revision of MS curriculum
- Revision of MA State History Frameworks with an eye on C3 & Common Core
- Texts in a digital age
- Community outreach & events

Elementary:

- 3rd, 4th & 5th grade curriculum revision
- More integration of primary sources
- Dual ELA/social studies units

Middle School:

- Address gap in US history between 5th grade & 10th grade
- Thematic or case study approach to curriculum

High School:

- Common document based assessments & grading
- Authentic research and assessments

Questions?

Thank you for your support of history and social studies in Arlington Public Schools!

Arlington Public Schools
History & Social Studies Department
Essential Academic Skills & Historical Thinking Mindsets

Essential Academic Skills:

Reading: *Reading is one of the most essential skills in a student's educational experience and forms the building block of most lessons. The history department focuses on reading in the content area. Teachers stress the need to be able to identify and retain relevant, important information from a variety of sources, especially non-fiction texts and primary sources. The history department has identified anchor texts for each grade level in an effort to develop a staircase of increasing text complexity as students progress through their history education. The skills of analyzing, contextualizing, and recognizing bias in readings are essential for students in their daily lives as well as their academic and future professional careers.*

Writing: *Writing is the other core skill that permeates all aspects of a student's educational career. The history department has worked hard to align our writing skills with the Common Core and then scaffold them throughout the grades. Teachers instill an emphasis on analytical writing by using evidence from a variety of sources to back up a claim. Students develop skills to write concise responses using relevant evidence. They develop skills to write longer, more developed essays with a thesis statement and further developed analysis of evidence. More sophisticated skills include the ability to take an original position and expand ideas based on more independent research. Students also explore other genres of writing such as creative writing and persuasive writing to reinforce historical thinking skills. This spiraled focus on evidence-based writing prepares the students for the rigorous writing expectations in the high school, college, and professional setting, as well as cements the Common Core skills emphasized on state assessments.*

Speaking and Listening: *Working in groups to achieve a common goal and effectively communicating are essential skills in life. History teachers use group activities to help foster the development of positive work relationships among students. Often, this*

collaboration requires many other academic skills such as reading, writing, and research. In addition, there are many life skills such as understanding audiences, initiative, conflict resolution, and – especially – time management. In many cases, these lessons are designed to simulate the team-based practices commonly used in the work place. Mastering these skills will lead to developing student confidence.

Research: *Although it is tempting to view "research" as consisting of merely checking out books from the library, today's research is far more dynamic and requires a broader skillset from students. To meet these new demands, all history teachers require that students conduct research from online sources, books, magazines, charts, maps, and primary sources. In addition, the students are taught how to organize and use the information gained from these sources and how to recognize credible sources from the vast amount of information that results from Internet research. As the students progress,* these skills expand to include a recursive approach to research that requires student to revisit earlier claims when confronted with evidence that is challenges their original claim(s).

Organization/Time Management: *Time management is a skill that is often overlooked in schools, but is of the utmost importance for students as they prepare to enter the real world. As students progress through their history education, teachers prepare and model multi-step assignments for students to illustrate the appropriate way to disaggregate the parts of an assignment. Slowly these supports are removed and students are expected to work independently as well as troubleshoot their own questions and challenges. History teachers also support students' ability to organize notes, assignments, and schemas of information.*

Collaboration: *Collaboration within the discipline of social studies demands that students display respect, tolerance, and consideration of the ideas and opinions of their peers. All students need to be actively engaged in the group work, which requires active listening skills and each member contributing to the project. This act of members listening to each other and expanding upon those ideas are needed to create a polished final product. In addition students need to learn the ability to self-regulate and monitor their activities on a time-limited basis. In conjunction with the historical thinking skill of civics, the history department sees its major role as modeling and giving students opportunities to engage in civil discourse.*

Note-taking: *There many times in the students' lives when they will be expected to extract information from presentations, texts, and other sources. This is a difficult skill to acquire, and history teachers work to demonstrate the appropriate ways to take notes during different types of presentations and reading assignments. Throughout students' history education, they will be presented with multiple strategies to take notes like two-column notes, Cornell note-taking, outlines, and guided notes, ultimately hoping that students will latch on to a strategy that best promotes their own learning.*

Historical Thinking Mindsets: [1,2]

Historical Significance: *History is a record of everything that ever happened to anyone anywhere. There is far too much history to remember, so how do we make choices about what is worth remembering? Significant events include those that resulted in great change over long periods of time for large numbers of people. Historical significance also depends upon one's perspective and purpose. A historical person or event can acquire significance if we can link it to larger trends and stories that reveal something important for us today. The history department strives to help students ask questions about the choices we all make about what we remember and deem worthy of studying in more depth.*

Evidence: *There is no shortage of documentation of the past: letters, speeches, charts, diaries, drawings, newspaper accounts, photographs, maps, films, and many other records of the past. Throughout students' history education they develop the skills to distinguish between these rich primary sources and secondary sources—later accounts and descriptions of these primary documents. Regardless of the source type, students need to become critical consumers of information put in front of them evaluating each source in the context it was written and identifying key facets of these documents like reliability, bias, purpose, and intended audience. Moreover, a study of history requires students to cite evidence to back up the claims and arguments they construct.*

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[1] Adapted from Seixas, Peter. "The Historical Thinking Project." http://historicalthinking.ca/historical-thinking-concepts

[2] Adapted from: National Council for the Social Studies, "College, Career, and Civic Life (C3) Framework for Social Studies State Standards" http://www.socialstudies.org/c3

Continuity and Change: *Students sometimes misunderstand history as a list of events. Once they start to understand history as a complex mix of continuity and change, they reach a fundamentally different sense of the past. There were lots of things going on at any one time in the past in each area of the world. Some changed rapidly while others remained relatively continuous. One of the keys to continuity and change is looking for change where common sense suggests that there has been none and looking for continuities where we assumed that there was change. The history department seeks to flesh out recurring themes throughout U.S. and world history strengthening the connections they can make between the past and present.*

Cause & Consequence: *A history education is about more than memorizing historical terms, dates, and facts. Developing critical thinking skills in students requires asking higher order of thinking questions that usually begin with 'why' or 'how.' These types of questions start the search for causes: what were the actions, beliefs, and circumstances that led to these consequences? History is based on the choices that people make, both for better and for worse. Thus, the causes and consequences of a given historical event are as complex as the people involved in that event. In order to fully understand causes and consequences of a given event, students must be able to identify the historical context of the given event, the long-term ideologies involved in bringing about the event, and the short-term motivations of the historical actors involved in the event itself.*

Historical Perspectives: *One of the most exciting parts of studying history is understanding the wide range of viewpoints, ideologies, and frames of references that have formed our understanding of the past. Taking historical perspective is also extremely complex and means understanding the social, cultural, intellectual, and emotional settings that shaped people's lives and actions in the past. Any given moment in history was viewed and experienced by individuals in countless ways. Understanding diverse perspectives is a key part of complicating traditional narratives of history, adding new voices to a conventional story, and helping students to understand why events unfolded in the way that they did. Throughout students' history education we strive to help them 'walk in another person's shoes' and envision moments in history from many peoples' viewpoints.*

Ethical Reflection: *The study of history offers a unique opportunity for students to engage in complex ethical and moral dilemmas of the past and present. Students begin to realize that history is the result of choices and when they do this, they gain an understanding that no event in history was inevitable. This type of historical study requires students to consider issues of human behavior—why individuals act the way they do and why they made the choices they made. This is extremely challenging and requires students to consider the relationship between the individual and the world they lived in. In examining the past, the history department does not want students to make facile comparisons between the past and present or impose our current lenses on historical events. Instead, we choose to reflect upon the way our experience and memory of the past affects the choices we make today.*

Civics: *Perhaps one of the most important aspects of a student's history education is helping them see their place within the community, nation, and world that they live in. If students have engaged with the other historical thinking skills listed above, the natural overflow will be their consideration of their role in history and society. In its most tangible form, civics helps students learn about the political system they live in by studying the U.S. Constitution, state and local governments; markets; courts and legal systems; civil society; other nations' systems and practices; international institutions; and the techniques available to citizens for preserving and changing a society.*

Developing a civic mindset does not entail dictating to students how to think or participate in a democracy; rather it is about larger questions about the responsibility students feel towards themselves and others. People demonstrate civic engagement when they address public problems individually and collaboratively and when they maintain, strengthen, and improve communities and societies. Civics is not limited to the study of politics and society; it also encompasses participation in classrooms and schools, neighborhoods, groups, and organizations. They will also learn civic practices such as voting, volunteering, jury service, and joining with others to improve society. Civics enables students not only to study how others participate, but also participate and take informed action themselves.

Arlington Public Schools
History Department- 6-12
Proficiency Benchmarks Core Document

Rationale:

- Ensures the vertical alignment of students' history experiences throughout their 6-12 education in Arlington Public Schools
    - Provides teachers with a base foundation each year for where students should be in their academic and historical skill development; aids teachers so that they do not have to repeat instruction around a specific skill but rather can develop them along a staircase of increasing complexity
    - Creates a common vocabulary around skills and historical thinking that can be reinforced in history from grades 6-12
- Provides a strong, cohesive argument for the importance of the instruction of history in Arlington Public Schools: these proficiency benchmarks delineate a specific set of skills and thinking patterns that are unique to the discipline of history
- Creates transparency to students, parents, and community members about the skills being developed throughout students' history education and what it means to achieve mastery in these areas and what it means to 'be at grade level' in history
    - Better gauge what students might need intervention and academic support
- Promotes college and career readiness as aligned with Common Core State Standards and the C3 Frameworks
- Allows Arlington Public Schools history teachers, as a department, to reflect on and then convey what we value in a history education
- These history proficiency benchmarks will form the basis for a recalibration of assessment, instruction, and curriculum[1]

Use of this document:

- Students & parents: setting up expectations for the year, measuring student progress throughout the year, reference point during parent/student-teacher conferences, a tool for teachers to use at the beginning of a school year to gauge where students are at
- Other departments and teachers within Arlington High School and Ottoson Middle School: a way to begin a grade-level horizontal alignment of the skills that students are working towards every year in all of their classes

[1] These proficiency benchmarks can be a tool for teachers in lesson planning and instruction, making sure each classroom activity is targeting one or more of the academic and/or historical thinking skills

- Community members: overall this should be a document we all should be proud of and something we can post on the Arlington Public Schools website to show off the cohesive and sophisticated way, we as a department, see the development of skills and thinking patterns within the discipline
- Arlington Public Schools History teachers: the proficiency benchmarks will be a living, constantly evolving document that will allow us to have a continuous dialogue about our practice, what professional development we need, and most importantly, what we notice about student learning.

Tentative Timeline:

November 2015	Selection, identification and definition of academic skills and historical thinking skills
December 2015- April 2016	Construction of proficiency benchmarks per grade, per skill[2] (emerging, developing, proficient, mastery)[3]
February-March 2016 (AHS)[4]	Differentiation of proficiency benchmarks (honors, curriculum B, AP) Adjusting course descriptions in program of studies
April-June 2016	Initial development of common assessments (multiple choice, document-based assessments, projects, writing assessments) based on proficiency benchmarks
Summer 2016[5]	Creation of 'best practice' lesson plans that target proficiency benchmarks; continued work on common assessments[6] Initial discussions with K-5 teachers about social studies proficiency benchmarks and drilling these downwards Collaboration with English department to modify proficiency benchmarks

[2] Construction of these benchmarks should be done with consideration of the Common Core State Standards as well as the C3 Frameworks

[3] Note: some skills will not get fully mastered until 11th grade, while some might be mastered by 8th grade

[4] May use PLC time for this

[5] Opportunity for stipended work

[6] Eventually, each grade will identify anchor texts and parallel activities/assessments that develop students towards a specific proficiency benchmark

Fall 2016	Beginning of full roll out of proficiency benchmarks to students, parents, and school community
	Continued implementation of common assessments and best practice lesson plans
	Team grading and calibration
Winter 2016/17	Analysis of DDMs/final exams and revision based on proficiency benchmarks
Spring/Summer 2017	Review of proficiency benchmarks and recalibration for next school year
	Revision to curriculum maps based on proficiency benchmarks

Categories:

- Academic Skills[7]
  - Reading
  - Writing
  - Speaking & Listening
  - Research
  - Organization & Time Management
  - Collaboration
  - Note-taking

- Historical Thinking Skills[8]
  - Historical significance
  - Evidence
  - Continuity and change
  - Cause & consequence
  - Historical perspectives
  - Ethical reflection
  - Civic participation

[7] These are broad skills that can be transferrable to other disciplines. For the purpose of this document, however, we hope to define what is specific about mastery of these skills specifically in social studies. For example, what is unique about reading in history vs. English?

[8] Within these historical thinking skills, SHEG terms like sourcing, contextualizing, corroborating, and synthesis may come up. There might also be some connections made to the corresponding 'Academic Skills' (ex- Evidence will relate to claims-based argumentative writing).

Arlington Public Schools- History & Social Studies Department

Ottoson Middle School

History Proficiency Benchmarks- DRAFT

Civics: *Perhaps one of the most important aspects of a student's history education is helping them see their place within the community, nation, and world that they live in. If students have engaged with the other historical thinking skills listed above, the natural overflow will be their consideration of their role in history and society. In its most tangible form, civics helps students learn about the political system they live in by studying the U.S. Constitution, state and local governments; markets; courts and legal systems; civil society; other nations' systems and practices; international institutions; and the techniques available to citizens for preserving and changing a society.*

Developing a civic mindset does not entail dictating to students how to think or participate in a democracy; rather it is about larger questions about the responsibility students feel towards themselves and others. People demonstrate civic engagement when they address public problems individually and collaboratively and when they maintain, strengthen, and improve communities and societies. Civics is not limited to the study of politics and society; it also encompasses participation in classrooms and schools, neighborhoods, groups, and organizations. They will also learn civic practices such as voting, volunteering, jury service, and joining with others to improve society. Civics enables students not only to study how others participate, but also participate and take informed action themselves.

Grade	Emerging	Developing	Proficient	Mastery
6th	Students are able to identify the civics of Ancient Greece.	Students are able to compare the civics of Ancient Greece to modern day civics in the U.S.	Students are able to compare the civics of Ancient Greece to modern day civics in the U.S.	Students are able to compare the civics of Ancient Greece and Rome to modern day civics in the U.S. and understand the impact that the civics of Athens and Rome had on modern democracies.
7th	Students will be able to: explain some types of government and what an economy is; recognize NATO, EU, and UN; and provide at least one example of US global affairs.	Students will be able to: explain types of governments and some economic systems; identify international organizations such as NATO, EU, and UN; and a few example of US global affairs.	Students will be able to: contrast types of government and economic system used around the world; explain the purpose of international organizations such as NATO, EU, and UN; and provide many examples of US global affairs.	Students will be able to: analyze the effectiveness of types of governments and economic systems around the world; analyze the effectiveness of international organizations such as NATO, EU, & UN; and analyze the role of the US in global affairs.

Town of Arlington, Massachusetts

7:05 PM FY 17 Superintendent's Budget for School Commitee Approval

Town of Arlington, Massachusetts

7:35 PM Monthly Financial Reports, D. Johnson

ATTACHMENTS:

	Type	File Name	Description
🗋	Budget Document	CFO_Memo_SC_3.7.16.docx	CFO Memo March 7, 2016
🗋	Budget Document	Monthly_Summary_SC_as_of_3.3.16.xlsx	Monthly Summary as of March 3, 2016
🗋	Budget Document	Budget_Tracking_for_SC_as_of_3.3.16_(1).xlsx	Budget Tracking March 3, 2016
🗋	Budget Document	Grants_Expenditure_Report_SC_as_of_3.3.16.xlsx	Grant Expenditures Report March 3, 2016
🗋	Budget Document	Revolving_Exp_for_SC_as_of_3.3.16.xlsx	Revolving Expenditures March 3, 2016
🗋	Budget Document	Revolving_Rev_for_SC_as_of_3.3.16.xlsx	Revolving Revenues March 3, 2016

Arlington Public Schools
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Diane Fisk Johnson, Chief Financial Officer
djohnson@arlington.k12.ma.us

March 7, 2016

Dear Members of the School Committee:

Attached please find the March 2016 monthly tracking reports, which consist of:

- Monthly Summary Report
- Budget Tracking Report as of March 3, 2016
- Grant Expenditure Report as of March 3, 2016
- Revolving Expenditure Report as of March 3, 2016
- Revolving Revenues as of March 3, 2016

As you can see, we are projecting an overage in the General Fund budget at this time, primarily due to unexpected expenses in the Facilities area, including the lamented but not yet late High School elevator.

At this time of year, we encumber our estimates for the entire year where we can. We also do the majority of our repair and upgrade work during the summer months while school is out of session. Of course, supplies and instructional materials are also purchased heavily during the summer months in anticipation of the school year. At this point, we project each budget line as if it will be fully expended, which is contrary to our experience, but is the most conservative way to consider our expenditure patterns.

This winter, so far, is proving to be warmer and less snowy than a typical year. While I am not yet projecting savings in energy or snow removal, if the winter continues as it has been I think we will be able to go a long way toward closing the budget gap in those areas. In any event, there are sufficient reserves to cover this possible shortfall.

Sincerely,

Diane Fisk Johnson

Arlington Public Schools
Financial Reporting Summary
as of 3/3/16

	Total FY16 Budget 9.8.15	FY16 Revenues as of 3.3.16	YTD Expenses 3.3.16	YTD Encumb. 3.3.16	Estimate to Completion	Total Estimated Plus Actual Expenditures as of 3.3.16	Variance From Budget	Comments
Grants	2,452,532	2,452,532	1,194,090	105,269	1,153,173	2,452,532	-	Projecting to Budget
Revolving	3,390,117	839,653	691,911	58,678	2,639,528	3,390,117	-	Projecting to Budget
Town Appropriation	53,574,114	53,574,114	35,399,677	5,218,388	13,308,463	53,926,528	(352,414)	Not tracking revenue flow, assumes all arrived
Total School Activity	**59,416,763**	**56,866,299**	**37,285,678**	**5,382,335**	**17,101,164**	**59,769,177**	**(352,414)**	

Budget Tracking Report As of March 3, 2016

Object Description	Total FY16 Budget 3.3.16	YTD Expenses 3.3.16	YTD Encumb. 3.3.16	Estimate to Completion	Total Estimated Plus Actual Expenditures as of 3.3.16	Variance	Comments
81111 - Administration Salaries & Wages	3,841,665	2,427,825	-	1,370,374	3,798,199	43,466	estimating under budget
81112 - Teacher Salaries & Wages	29,525,267	18,828,752	-	10,688,703	29,517,455	7,812	estimating under budget
81113 - Custodial Salaries & Wages	1,329,078	903,373	-	386,288	1,289,660	39,418	estimating under budget
81114 - Food Service Salaries & Wages	154,818	96,978	-	59,679	156,656	(1,838)	estimating over budget
81115 - Clerical Salaries & Wages	1,638,617	1,141,018	-	501,546	1,642,564	(3,947)	estimating over budget
81116 - Full/Time Teacher Aides Salaries & Wages	2,257,210	1,360,659	-	837,328	2,197,987	59,223	estimating under budget
81117 - Other Full-time Salaries & Wages	2,189,381	1,376,400	-	770,209	2,146,610	42,771	estimating under budget
81118 - Part-time Salaries & Wages	107,699	79,676	-	33,031	112,708	(5,009)	estimating over budget
81119 - Summer Program	140,015	153,929	-	-	153,929	(13,914)	estimating over budget
81120 - Bus Monitors	7,000	10,144	-	6,242	16,386	(9,386)	estimating over budget
81201 - Temporary Salaries & Wages Professional	400,211	348,792	3,735	134,655	487,182	(86,971)	estimating over budget
81202 - Temporary Salaries & Wages Other	124,900	84,596	-	44,786	129,382	(4,482)	estimating over budget
81203 - Substitute Teachers Day - to- Day	231,409	192,644	-	98,550	291,193	(59,784)	estimating over budget
81204 - Extended Term Sub Teacher	275,724	169,726	-	109,657	279,383	(3,659)	estimating over budget
81206 - Temporary Clerical Help	-	19,997	-	5,000	24,997	(24,997)	estimating over budget
81301 - Overtime/Peakload Requirement	51,000	8,883	-	40,000	48,883	2,117	estimating under budget
81302 - Snow/Ice Removal Custodial	75,000	14,350	-	20,000	34,350	40,651	estimating under budget
81304 - Maintenance Salaries	489,365	313,296	-	151,308	464,604	24,761	estimating under budget
81305 - Night Watch	20,500	444	-	3,500	3,944	16,556	estimating under budget
81307 - Permit	7,000	6,603	-	3,500	10,103	(3,103)	estimating over budget
81308 - Out of Classification Salary	18,000	3,995	-	2,500	6,495	11,505	estimating under budget
81310 - Call Back	5,000	7,180	-	3,500	10,680	(5,680)	estimating over budget
81312 - Salary Increase Adj. Grants	-	-	-	-	-	-	estimating at budget
81313 - Auto Allowance	21,500	12,883	-	7,703	20,586	914	estimating under budget
81314 - Custodial Clothing Allowance	10,000	10,000	-	-	10,000	-	estimating at budget
81316 - Vacation	25,000	35,630	-	5,000	40,630	(15,630)	estimating over budget
81317 - Additional Cleaning	500	-	-	500	500	-	estimating at budget
81318 - Teacher Moving Allowance	1,000	5,685	-	-	5,685	(4,685)	estimating over budget
81320 - Skills Stipend	4,288	1,148	-	3,140	4,288	-	estimating at budget
81322 - Other Stipend	22,950	28,747	-	20,000	48,747	(25,797)	estimating over budget
81323 - Custodial Athletics	-	7,256	-	3,000	10,256	(10,256)	estimating over budget
81413 - Longevity Teacher	201,204	216,086	-	5,000	221,086	(19,882)	estimating over budget
81414 - Longevity Admin	8,192	2,648	-	1,000	3,648	4,544	estimating under budget
81415 - Longevity Clerical	33,642	23,698	-	1,000	24,698	8,944	estimating under budget
81416 - Longevity Custodial	16,700	26,825	-	-	26,825	(10,125)	estimating over budget
81730 - Pensions	-	1,015	1,085	(2,100)	-	-	expense will be moved
81760 - Clothing Allowance	16,500	10,743	-	500	11,243	5,257	estimating under budget
82103 - Power/Electricity	245,466	505,093	344,907	(350,000)	500,000	(254,534)	expense will be moved
82104 - Natural Gas	696,000	168,509	385,681	500	554,690	141,310	estimating under budget
82403 - Plumbing Services	10,000	9,268	-	732	10,000	-	estimating at budget
82404 - Roof Repairs	-	1,850	1,950	-	3,800	(3,800)	estimating over budget
82405 - Flooring Supplies/Services	15,000	20,256	1,187	8,000	29,443	(14,443)	estimating over budget
82407 - Masonry Supplies/ Services	9,500	17,001	-	-	17,001	(7,501)	estimating over budget
82408 - Electrical Services	30,000	21,794	4,495	3,710	30,000	-	estimating at budget

Budget Tracking Report As of March 3, 2016

Object Description	Total FY16 Budget 3.3.16	YTD Expenses 3.3.16	YTD Encumb. 3.3.16	Estimate to Completion	Total Estimated Plus Actual Expenditures as of 3.3.16	Variance	Comments
82409 - Grounds/Supplies	-	4,468	6,980	4,000	15,448	(15,448)	estimating over budget
82410 - Painting Services	20,000	11,381	743	1,000	13,124	6,876	estimating under budget
82411 - Window/Glass Services/Supplies	10,500	4,582	1,606	2,500	8,688	1,812	estimating under budget
82412 - HVAC Contracted Services	140,000	125,270	62,519	5,000	192,789	(52,789)	estimating over budget
82414 - Boiler Services	65,000	24,660	33,450	3,000	61,110	3,890	estimating under budget
82415 - Snow Removal	-	16,410	37,590	-	54,000	(54,000)	estimating over budget
82420 - Elevator Maintenance/Repairs	40,000	175,398	7,336	5,000	187,734	(147,734)	estimating over budget
82703 - Equipment Rental	70,425	15,810	55,895	1,000	72,704	(2,279)	estimating over budget
82904 - Custodial Supplies/Cleaning Services	250,000	176,736	147,778	-	324,514	(74,514)	estimating over budget
82905 - Extermination Services	6,500	-	-	1,000	1,000	5,500	estimating under budget
82998 - Athletics Overtime/Grey Bills	25,000	40,040	-	(15,040)	25,000	-	expense will be moved
82999 - Miscellaneous Maint Services	25,000	-	-	-	-	25,000	estimating under budget
83101 - Professional & Tech Services	752,858	446,176	320,838	(14,156)	752,858	-	expense will be moved
83102 - Legal Services	300,000	59,152	105,848	25,000	190,000	110,000	estimating under budget
83201 - Tuition to Other Schools	4,955,645	3,330,173	2,932,271	(1,961,263)	4,301,181	654,464	expense will be moved
83301 - Contracted Transportation to and From Scho	971,437	525,048	545,239	15,000	1,085,287	(113,850)	estimating over budget
83302 - Field Trips (including expenses)	3,375	1,386	3,399	4,000	8,785	(5,410)	estimating over budget
83303 - Bus Reimbursement	6,800	5,170	-	-	5,170	1,630	estimating under budget
83402 - Telephone/pagers	37,185	16,939	8,477	4,000	29,416	7,769	estimating under budget
83403 - Advertising	11,065	2,226	127	1,000	3,353	7,712	estimating under budget
83404 - Reproduction/Printing	43,891	3,256	3,180	35,000	41,435	2,456	estimating under budget
83405 - Postage	950	168	-	782	950	-	estimating at budget
83802 - Environmental Services	7,000	2,782	1,675	2,543	7,000	-	estimating at budget
83803 - Security Services	-	10,928	3,072	2,500	16,500	(16,500)	estimating over budget
83804 - Athletic Services	80,207	142,368	12,772	30,000	185,140	(104,933)	estimating over budget
83807 - Insurance	40,756	48,088	-	-	48,088	(7,332)	estimating over budget
83808 - Safety Equipment & Testing	-	-	800	-	800	(800)	estimating over budget
84201 - Office Supplies	75,988	63,450	6,732	5,806	75,988	-	estimating at budget
84303 - Plumbing Supplies	10,000	15,713	2,228	4,000	21,942	(11,942)	estimating over budget
84306 - Carpentry Supplies/Doors	10,562	35,601	3,350	4,000	42,951	(32,389)	estimating over budget
84308 - Electrical Supplies	35,000	20,568	2,894	5,000	28,462	6,538	estimating under budget
84312 - HVAC Supplies	7,200	-	-	500	500	6,700	estimating under budget
84321 - Equipment Maintenance	12,292	11,339	1,406	500	13,245	(953)	estimating over budget
84325 - Weather/Urgent Repairs	-	-	4,970	-	4,970	(4,970)	estimating over budget
84399 - Miscellaneous Maint Supplies/Materials	5,000	7,382	508	4,000	11,890	(6,890)	estimating over budget
84802 - Motor Vehicle Repair	37,865	41,712	16,617	15,000	73,329	(35,464)	estimating over budget
84803 - Gas & Oil	-	10,621	23,663	-	34,284	(34,284)	estimating over budget
84902 - Food Supplies	12,960	10,655	3,847	-	14,502	(1,542)	estimating over budget
85100 - Educational Supplies	1,739	4,418	-	1,000	5,418	(3,679)	estimating over budget
85101 - Reproduction supplies - Paper/Toner	110,710	76,933	10,869	22,907	110,710	-	estimating at budget
85102 - Testing Materials	24,517	9,140	3,835	11,542	24,517	-	estimating at budget
85103 - Instructional Materials	240,892	305,856	23,432	30,000	359,288	(118,396)	estimating over budget
85104 - Athletic Supplies	35,960	50,002	7,838	5,000	62,840	(26,880)	estimating over budget
85106 - Textbooks, Books & Periodicals	174,988	88,660	9,332	25,000	122,991	51,997	estimating under budget

Budget Tracking Report As of March 3, 2016

Object Description	Total FY16 Budget 3.3.16	YTD Expenses 3.3.16	YTD Encumb. 3.3.16	Estimate to Completion	Total Estimated Plus Actual Expenditures as of 3.3.16	Variance	Comments
85110 - Instructional Equipment	40,316	13,827	3,672	10,000	27,499	12,817	estimating under budget
85201 - Medical/Surgical Supplies/Services	15,200	13,195	4,910	-	18,106	(2,906)	estimating over budget
85802 - Computer Supplies	15,419	22,010	2,886	-	24,895	(9,476)	estimating over budget
85803 - Graduation Service/Ceremonies	15,000	1,704	951	12,345	15,000	-	estimating at budget
85804 - Computer Software	231,872	263,187	7,110	-	270,297	(38,425)	estimating over budget
85806 - Miscellaneous Supplies	1,400	459	207	734	1,400	-	estimating at budget
87101 - Business Travel	3,600	1,852	1,913	-	3,765	(165)	estimating over budget
87105 - Workshop Stipends/PD Expenses	10,400	2,735	-	3,000	5,735	4,665	estimating under budget
87106 - Graduate Reimbursements	15,000	4,635	16,933	2,500	24,068	(9,068)	estimating over budget
87202 - Training Educ Conferences & Attendance	130,092	127,157	14,966	10,000	152,123	(22,031)	estimating over budget
87301 - Professional Affiliations Membership/Pubs	57,121	32,978	1,508	5,000	39,486	17,635	estimating under budget
87601 - Court Judgments/Damage Settlements	102,000	235,500	-	-	235,500	(133,500)	estimating over budget
88501 - Capital Equipment/Furniture	-	58,438	7,177	-	65,615	(65,615)	estimating over budget
88502 - Computer Network Telecom	720	-	-	720	720	-	estimating at budget
88550 - Computer Equipment/Hardware	20,406	5,941	-	-	5,941	14,465	estimating under budget
Grand Total	**53,574,114**	**35,399,677**	**5,218,388**	**13,308,463**	**53,926,528**	**(352,414)**	

Arlington Public Schools
Grant Expenditure Report as of March 3, 2016

Grant Description	Object Description	Budget	YTD Expenses 3.3.16	YTD Encumb. 3.3.16	Estimate to Completion
METCO	81111 - Administration Salaries & Wages	89,777	57,198	-	32,579
	81112 - Teacher Salaries & Wages	79,159	31,137	-	48,022
	81116 - Full/Time Teacher Aides Salaries & Wages	54,642	21,407	-	33,235
	81201 - Temporary Salaries & Wages Professional	6,000	3,049	-	2,951
	83101 - Professional & Tech Services	13,060	1,271	280	11,509
	83301 - Contracted Transportation to and From School	161,750	80,368	81,278	104
	84201 - Office Supplies	780	-	-	780
	87202 - Training Educ Conferences & Attendance	3,000	2,148	185	667
	87301 - Professional Affiliations Membership/Pubs	1,400	300	1,350	(250)
	88550 - Computer Equipment/Hardware	1,980	-	-	1,980
METCO Total		**411,548**	**196,878**	**83,093**	**131,578**
Title 1	81111 - Administration Salaries & Wages	5,000	2,846	-	2,154
	81112 - Teacher Salaries & Wages	122,587	62,527	-	60,060
	81116 - Full/Time Teacher Aides Salaries & Wages	99,108	55,444	-	43,664
	81201 - Temporary Salaries & Wages Professional	25,800	-	-	25,800
	81202 - Temporary Salaries & Wages Other	200	-	-	200
	81730 - Pensions	5,478	-	-	5,478
	81731 - MTRB Pensions	5,555	-	-	5,555
	83101 - Professional & Tech Services	2,500	-	-	2,500
	85106 - Textbooks, Books & Periodicals	28,798	9,590	-	19,208
	87105 - Workshop Stipends/PD Expenses	2,000	2,000	-	-
Title 1 Total		**297,026**	**132,407**	**-**	**164,619**
Kindergarten Grant	81116 - Full/Time Teacher Aides Salaries & Wages	153,000	94,900	-	58,101
	81202 - Temporary Salaries & Wages Other	6,000	2,167	-	3,833
	81730 - Pensions	13,770	-	-	13,770
	83101 - Professional & Tech Services	7,870	2,485	2,915	2,470
Kindergarten Grant Total		**180,640**	**99,551**	**2,915**	**78,174**
Title 2A	81201 - Temporary Salaries & Wages Professional	44,924	-	-	44,924
	87202 - Training Educ Conferences & Attendance	22,437	4,684	1,326	16,427
	87301 - Professional Affiliations Membership/Pubs	35,122	3,000	-	32,122
Title 2A Total		**102,483**	**7,684**	**1,326**	**93,473**
Title 3 ELL	81201 - Temporary Salaries & Wages Professional	6,000	-	-	6,000
	81202 - Temporary Salaries & Wages Other	725	-	-	725
	83101 - Professional & Tech Services	500	-	-	500
	83302 - Field Trips (including expenses)	500	-	-	500
	83404 - Reproduction/Printing	1,053	-	-	1,053
	85103 - Instructional Materials	3,877	-	270	3,607

Arlington Public Schools
Grant Expenditure Report as of March 3, 2016

Grant Description	Object Description	Budget	YTD Expenses 3.3.16	YTD Encumb. 3.3.16	Estimate to Completion
	87105 - Workshop Stipends/PD Expenses	26,118	-	-	26,118
Title 3 ELL Total		**38,773**	**-**	**270**	**38,503**
SpEd Early Childhood	81112 - Teacher Salaries & Wages	26,946	16,510	-	10,436
	81731 - MTRB Pensions	2,425	-	-	2,425
	83101 - Professional & Tech Services	7,375	1,440	3,560	2,375
	85100 - Educational Supplies	3,047	439	-	2,608
	87105 - Workshop Stipends/PD Expenses	1,051	-	-	1,051
SpEd Early Childhood Total		**40,844**	**18,389**	**3,560**	**18,895**
Academic Support	81112 - Teacher Salaries & Wages	10,800	-	-	10,800
Academic Support Total		**10,800**	**-**	**-**	**10,800**
SpEd 94-142	81111 - Administration Salaries & Wages	66,555	40,802	-	25,753
	81112 - Teacher Salaries & Wages	1,138,885	667,464	-	471,421
	81201 - Temporary Salaries & Wages Professional	32,239	12,451	-	19,788
	81731 - MTRB Pensions	111,391	-	-	111,391
	83101 - Professional & Tech Services	2,500	-	-	2,500
SpEd 94-142 Total		**1,351,570**	**720,717**	**-**	**630,853**
SpEd Program Improvement	81201 - Temporary Salaries & Wages Professional	7,500	-	-	7,500
	81202 - Temporary Salaries & Wages Other	1,500	-	-	1,500
	83101 - Professional & Tech Services	32,470	18,464	14,106	(100)
	85103 - Instructional Materials	1,000	-	-	1,000
SpEd Program Improvement Total		**42,470**	**18,464**	**14,106**	**9,900**
Total		**2,476,154**	**1,194,090**	**105,269**	**1,176,795**

Arlington Public Schools
Revolving Expense Report as of March 3, 2016

Revolving Description	Object Description	Budget	YTD Expenses 3.3.16	YTD Encumb. 3.3.16	Estimate to Completion
Tuition In	85103 - Instructional Materials	90,000	-	-	90,000
Tuition In Total		**90,000**	**-**	**-**	**90,000**
Athletic Fees	81202 - Temporary Salaries & Wages Other	260,000	203,515	-	56,485
	83804 - Athletic Services		-	-	-
Athletic Fees Total		**260,000**	**203,515**	**-**	**56,485**
Peirce Field Rental	81307 - Permit	22,000	2,886	-	19,114
	83804 - Athletic Services	-	8,829	-	(8,829)
Peirce Field Rental Total		**22,000**	**11,715**	**-**	**10,285**
Instrumental Music	81112 - Teacher Salaries & Wages	148,265	100,270	246	47,749
Instrumental Music Total		**148,265**	**100,270**	**246**	**47,749**
Building Rental	81307 - Permit	350,000	99,214	-	250,786
	83101 - Professional & Tech Services	-	-	-	-
	84321 - Equipment Maintenance	-	21,099	-	(21,099)
	88501 - Captial Equip/Furniture	-	-	11,997	(11,997)
Building Rental Total		**350,000**	**120,313**	**11,997**	**217,690**
Athletic Ticket Sales	81202 - Temporary Salaries & Wages Other	40,000	-	-	40,000
	83804 - Athletic Services	-	1,534	-	(1,534)
Athletic Ticket Sales Total		**40,000**	**1,534**	**-**	**38,466**
Menotomy Preschool	81112 - Teacher Salaries & Wages	142,000	91,189	-	50,811
	83101 - Professional & Tech Services	-	-	-	-
Menotomy Preschool Total		**142,000**	**91,189**	**-**	**50,811**
Bishop Bus	83301 - Contracted Transportation to and From School	20,000	-	-	20,000
Bishop Bus Total		**20,000**	**-**	**-**	**20,000**
Foreign Visa	83101 - Professional & Tech Services	325,000	75,015	-	249,985
	83302 - Field Trips (including expenses)	-	10,903	-	(10,903)
	83403 - Advertising	-	421	-	(421)
	84201 - Office Supplies	-	856	-	(856)
	85103 - Instructional Materials	-	9,010	400	(9,410)
	85104 - Athletic Supplies	-	184	-	(184)
	85110 - Instructional Equipment	-	51,482	-	(51,482)
	87202 - Training Educ Conferences & Attendance	-	2,460	-	(2,460)
	88501 - Captial Equip/Furniture	-	-	335	(335)
	88920 - Elementary Outdoor Construction	-	-	45,700	(45,700)

Revolving Description	Object Description	Budget	YTD Expenses 3.3.16	YTD Encumb. 3.3.16	Estimate to Completion
	89203 - Credit Card Charges	-	13,043	-	(13,043)
Foreign Visa Total		**325,000**	**163,374**	**46,435**	**115,191**
Total		**1,397,265**	**691,911**	**58,678**	**646,676**

Revolving Revenue Tracking as of March 3, 2016

Funding Source	Total Budget as of 9.8.16	Revenues Received 3.3.16	Estimate to Completion	Total Estimated Plus Actual Revenues as of 3.3.16	Variance	Comments
Athletic Fees	260,000	204,059	55,941	260,000	-	estimating to budget
Athletics Gate Receipts	40,000	36,545	3,455	40,000	-	estimating to budget
Building Rental	350,000	138,269	211,731	350,000	-	estimating to budget
Foreign Visas	325,000	137,763	187,237	325,000	-	estimating to budget
Instrumental Music Fees	148,265	138,666	9,599	148,265	-	estimating to budget
Other Fees	15,354	-	15,354	15,354	-	estimating to budget
Tuition in/ Group Home	90,000	29,387	60,613	90,000	-	estimating to budget
Peirce Field Rental	22,000	18,225	3,775	22,000	-	estimating to budget
Bishop Bus Fees	20,000	16,820	-	16,820	(3,180)	estimating under budget
Menonomy Program Fees	142,000	119,919	22,081	142,000	-	estimating to budget
Totals	**1,412,619**	**839,653**	**569,786**	**1,409,439**	**(3,180)**	

Town of Arlington, Massachusetts

7:45 PM Superintendent's Report K. Bodie

Summary:

- School Enrollment Task Force Update

ATTACHMENTS:

	Type	File Name	Description
🗋	Reference Material	K-6_Elementary_Proposal.docx	K-6 Elementary Proposal to address Increases at Middle and Elem schools
🗋	Photograph / Image	Microsoft_Office_Project_-_JohnColeTimeLine20160309v5updated.pdf	Updated timeline John Cole

March 7, 2016

To: School Enrollment Task Force
From: Kathleen Bodie
Re: K-6 Option to Address Enrollment Increases At the Middle and Elementary Schools

The purpose of this memo is to address the proposal to create eight K-6 elementary schools (which would require the use of Gibbs) as a solution to address expected enrollment increases at the middle school, Thompson and Hardy

History: The discussion to move the sixth grade to the middle school began in 1992. The middle school was renovated beginning in 1996. The renovation project included a wing for the sixth grade. During the two years of construction, the 7th and 8th grade were housed in the high school. The sixth grade moved to the Ottoson in September 1998. For the last 28 years, Ottoson has been a 6-8 middle school. Over the course of these years, a very strong and robust educational program has been in place for sixth grade students.

Would eight K-6 elementary schools provide sufficient classroom and specialist space to accommodate the expected enrollment increases at both the elementary and middle school levels?

Classrooms Needed:

The October 2015 sixth grade enrollment was 410 students. Enrollment at this grade is expected to peak at 478 students in the next ten years. Assuming, 22 students per classroom (current elementary average is 22.2); the sixth grade at its peak will require 22 classrooms. In 2017-2018, if sixth grade students are dispersed to elementary schools, they will require 20 classrooms. In addition, the special education Supported Learning Center Program will require two additional classrooms in order to be in compliance with age range regulations for a total of

24 classrooms needed at the peak. This number of classrooms does not include any other needed specialist spaces.

Given the enrollment forecast for both Thompson and Hardy in the next 10 years, each school will need four classrooms at each grade level. Thompson, therefore, will need five additional classrooms than it presently has; Hardy will need three (likely more with a Mugar development).

Gibbs can be reconfigured for 24 classrooms. Stratton will have 2-3 rooms that could be reconfigured as general education classrooms (1 of the available 3 may need to be reconfigured for reading support, so the count will only include 2 available classrooms for this analysis). Peirce will have two classrooms, possibly three (if not held for special education). The total available classrooms with Gibbs is 28 (without third classroom at Peirce).

Needed: 32 (at 6th grade peak including Thompson and Hardy)
Available: 28 (with Gibbs; leaves no capacity unless convert music and art rooms to classrooms)

Could a K-6 Elementary School at Gibbs be created without extensive redistricting?

The simple answer is "no". Thompson and Hardy are expected to grow to 500 and 496 students, respectively, in the next five years. If these two elementary schools stayed at their current enrollment of 425 and 415, then 156 students would attend Gibbs. If Thompson was reduced to 400 students, then 181 students would attend Gibbs from the East side of Arlington. Depending upon which scenario, either the total number of students attending Gibbs which would be either less than one-third of the Gibbs enrollment or slightly more than one-third of the enrollment required to distribute the sixth grade among eight elementary schools. In order to populate Gibbs at the appropriate number of students, every school district would be affected by re-districting.

For example, if Dallin with 21 available classrooms (does not include music or art classrooms) incorporated a sixth grade cohort, the each grade target would be approximately 66 students in order to have only three classrooms at each grade level (though one grade may need to be no more than 44 to have another SLC classroom). Currently, there is no grade at Dallin with only 66 students; the range is 68 to 94. Students in the Dallin district would need to be redistricted to Peirce or Brackett. In turn, students at Peirce and Brackett would be redistricted to Stratton and Bishop and approximately 300 students redistricted to Gibbs. In order to achieve the enrollment targets for each school, families could not be grandfathered to their current school.

Another issue with redistricting is that there will likely be class size inequities throughout the district. Redistricting a certain geographic area to move a certain number of students does not guarantee that the students residing is that area will be equally distributed among the grade levels.

The process to redistrict a town can be fairly lengthy and disruptive. The recent redistricting process took approximately one year.

What are the educational impacts of moving the sixth grade to eight elementary schools?

The middle school cluster model for sixth grade would change to an elementary model, which presents some significant challenges and the contraction of programmatic offering.

- One challenge is staffing. Currently, there are 14 core sixth grade teachers, only three of them have elementary certification. If the K-6 program initiated in 2017-2018, then we would need an additional 6 teachers for a total of 20 teachers.
- The cluster model could not be duplicated at the elementary level. While some level of departmentalization could be implemented, all 6th grade teachers would be required to teach English Language Arts (ELA). Most of

our current 6th grade teachers have not taught ELA and would require extensive professional development to teach ELA and would need to be certified to teach ELA. Current 6th grade teachers hold a content license in their field. Teachers would be required (confirmed with the Department of Secondary and Elementary Education) to obtain an elementary license or pass the MTEL exam in any content area they teach, if more than 20% of their assignment, which would be the case if they were teaching ELA.

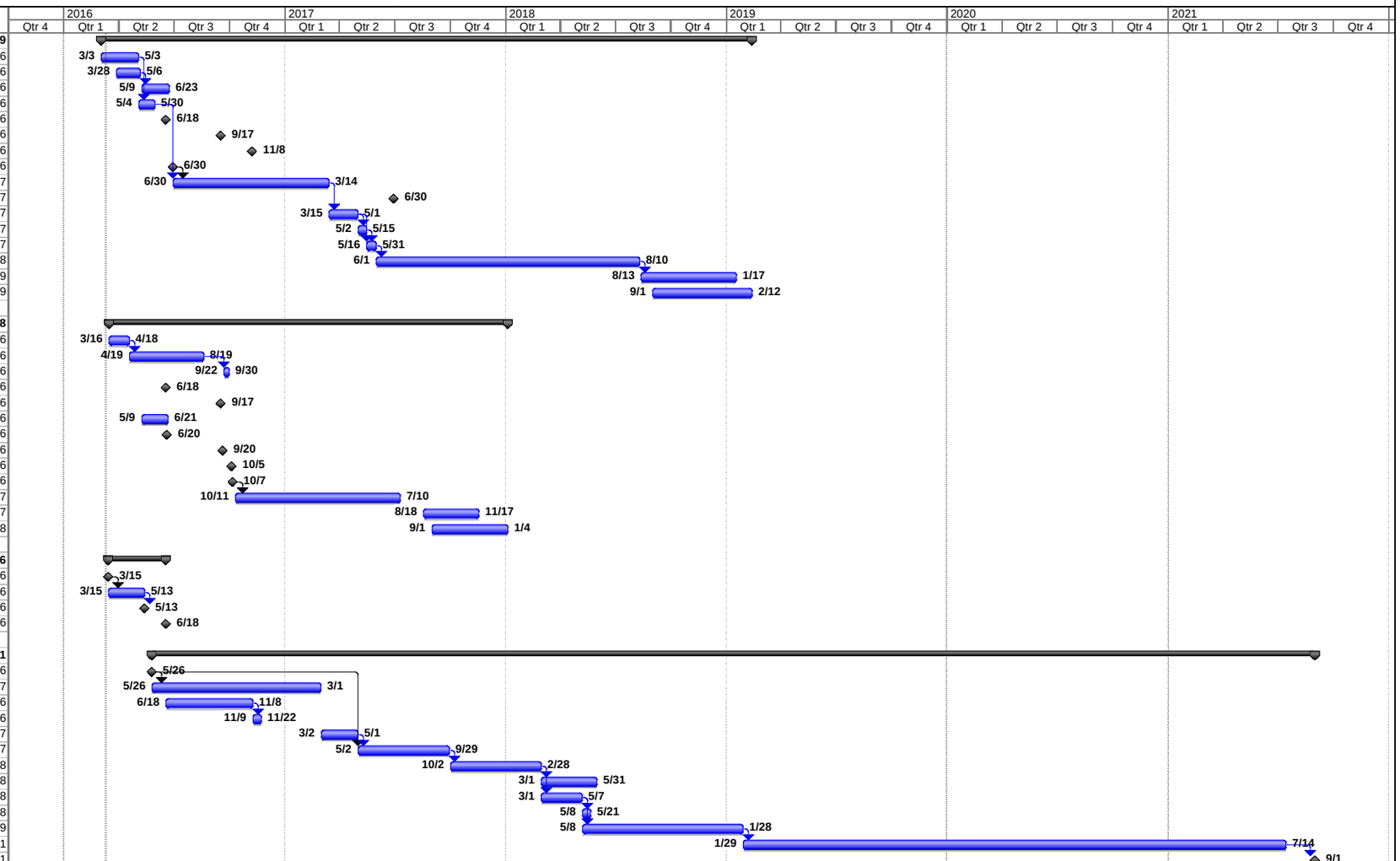
- Currently, sixth grade students can choose among four world languages (Spanish, French, Mandarin and Latin). In a K-6 model, we could still offer a foreign language curriculum, but it would be limited to one language per school and would require additional staffing. Ideally, offering a language in the sixth grade would present an opportunity to expand language instruction to other elementary grades, but expansion would require a much more significant increase in staffing.
- Currently, all sixth grade students take technology/engineering. While some curriculum topics could be incorporated into the sixth grade science curriculum, students will not have the lab program that they presently have.
- Currently, sixth grade students take Digital Modeling Lab (DML) every other day for a whole year. The students learn the fundamentals of computer science, coding and sequential thinking skills, digital citizenship and website development. While some elements of the course could be offered to 6th grade students, the program would have a more limited scope and time duration.
- Currently, all middle school students take Family and Consumer Science (FACS). This course would not be offered to 6th grade students because the elementary schools would not have the required infrastructure or space.
- Currently, students entering 6th grade are given the opportunity to qualify to by-pass sixth grade mathematics and enroll directly into a seventh grade mathematics class. This opportunity could not be offered in the K-6 model, nor would an on-site seventh grade mathematics classes be offered because of the limited number of students in each elementary school who would qualify.

- We could not offer ACE to 6th grade students in a K-6 model.
- Some of the after-school program available to sixth grade students at the middle school would likely not be available at each elementary school, such as robotics, math team, and the National History Day competition. The AM/PM program would only be available for 7th and 8th grade students.
- The sixth grade instrumental and choral music program would drastically change. An all-sixth grade band, orchestra and chorus could be created as an after-school program at Ottoson, which would require students from all eight schools to travel to Ottoson. Otherwise, sixth grade students would be incorporated into each elementary school's band and orchestra and be invited to participate in the all-school elementary chorus.
- Sixth grade students would likely not participate in the middle school play because of logistics. They could participate in their own elementary school play (if an option) or in Children's Theatre productions.
- Elementary libraries would have to be updated with developmentally appropriate books. Books currently in the OMS library would not be removed from Ottoson.

Would there be incremental costs associated with a K-6 model?

There would be increased costs beyond the normally increasing costs associated with enrollment growth, which would include a principal, secretary, nurse, and teachers (a social worker could be transferred from OMS to Gibbs). We would need an additional 6 classroom teachers in 2017-2018. It would take considerably more analysis to quantify the costs of additional special education, world language, and ELL teachers, and specialists.

ID	Duration	Task Name	Start	Finish
1	**775 days**	**Middle School**	**3/3/16**	**2/12/19**
2	44 days	Feasibility Study	3/3/16	5/3/16
3	30 days	OPM Selection	3/28/16	5/6/16
4	36 days	Designer Selection	5/9/16	6/23/16
5	20 days	STM Design Funds?	5/4/16	5/30/16
6	0 days	Debt Exclusion Date 1?	6/18/16	6/18/16
7	0 days	Debt Exclusion date 2?	9/17/16	9/17/16
8	0 days	Debt Exclusion Date 3?	11/8/16	11/8/16
9	0 days	Notice to Gibbs Tenants	6/30/16	6/30/16
10	31 wks	DD/CD	6/30/16	3/14/17
11	0 days	Gibbs Vacant	6/30/17	6/30/17
12	34 days	BID	3/15/17	5/1/17
13	10 days	STM Construction	5/2/17	5/15/17
14	2 wks	Award Bid	5/16/17	5/31/17
15	52 wks	Construction	6/1/17	8/10/18
16	116 days	Construction Additional	8/13/18	1/17/19
17	119 days	School Open	9/1/18	2/12/19
18				
19	**476 days**	**Thompson Addition**	**3/16/16**	**1/4/18**
20	4 wks	Designer Selection	3/16/16	4/18/16
21	91 days	CD's	4/19/16	8/19/16
22	7 days	BID	9/22/16	9/30/16
23	0 days	Debt Exclusion?	6/18/16	6/18/16
24	0 days	Debt Exclusion?	9/17/16	9/17/16
25	34 days	OPM Selection	5/9/16	6/21/16
26	0 days	STM Construction?	6/20/16	6/20/16
27	0 days	Enrollment Numbers	9/20/16	9/20/16
28	0 days	STM Construction?	10/5/16	10/5/16
29	0 days	Award Bid	10/7/16	10/7/16
30	195 days	Construction	10/11/16	7/10/17
31	66 days	Construction Additional	8/18/17	11/17/17
32	15 wks	School Open	9/1/17	1/4/18
33				
34	**70 days**	**Minuteman**	**3/15/16**	**6/18/16**
35	0 days	MM School Committee Vote	3/15/16	3/15/16
36	44 days	Arlington Reject or accept	3/15/16	5/13/16
37	0 days	Arlington Action Deadline	5/13/16	5/13/16
38	0 days	Debt Exclusion Vote	6/18/16	6/18/16
39				
40	**1379 days**	**Arlington High School**	**5/26/16**	**9/1/21**
41	0 days	MSBA Notice to proceed	5/26/16	5/26/16
42	203 days	M-1 Eligibility Period	5/26/16	3/1/17
43	105 days	Debt Exclusion Design Funds	6/18/16	11/8/16
44	10 days	STM Design Funds	11/9/16	11/22/16
45	43 days	M-2 Select Project Team	3/2/17	5/1/17
46	109 days	M-3 Feasibility Study	5/2/17	9/29/17
47	18 wks	M-4 Schematics	10/2/17	2/28/18
48	11 wks	M-5 MSBA Funding Agreement	3/1/18	5/31/18
49	8 wks	Debt Exclusion Construction	3/1/18	5/7/18
50	10 days	STM Construction	5/8/18	5/21/18
51	32 wks	M-6 DD/CD/Bid	5/8/18	1/28/19
52	107 wks	M-7 Construction	1/29/19	7/14/21
53	0 wks	School Open	9/1/21	9/1/21



Project: JohnColeTimeLine20160309v
Date: 3/9/16

Task | Milestone | Rolled Up Task | Rolled Up Progress | External Tasks | Group By Summary
Progress | Summary | Rolled Up Milestone | Split | Project Summary | Deadline

Town of Arlington, Massachusetts

8:05 PM Consent Agenda

Summary:

- Approval of Accounts Payable Warrant: Warrant Number 16129, Dated 2/25/2016 total Warrant Amount $687,193.31
- Approval of Regular School Committee Minutes: February 25, 2016
- Approval of AHS 8th Annual Model Congress Trip to Univ of Pennsylvania, March 31-April 3, 2016.
- Approval of OMS/AHS Trip to Japan our sister city, July 2016.
- Approval of AHS Sophomores and Juniors France Exchange Melun, France April 14-25, 2017. and Home Stay (French Students in Arlington October 14-25, 2016.

ATTACHMENTS:

	Type	File Name	Description
🗋	Warrant	Scan_(40).pdf	Warrant 2 25 2016
🗋	Minutes	02_25_2016_Regular_School_Committee_Meeting_jtjs_03_10_2016.docx	02 25 2016 Regular School Committee
🗋	Trip Approval	Arlington_MA_Public_Schools_Mail_-_School_Committee_Approval_for_Model_Congress.pdf	Model Congress 2016
🗋	Trip Approval	FieldTripRequest.docx_Japan_2016.pdf	Japan Trip July 2016
🗋	Trip Approval	FieldTripRequest_to_France_2017.pdf	France April 2017
🗋	Trip Approval	Exchange_Paris_alone_Loire_+_Fontainebleau_-_Without_Transports_(1).pdf	France Itinerary

APPROVAL OF ACCOUNTS PAYABLE

SC

I / We certify that there is due to the vendors named within this Accounts Payable Warrant the amount set against their respective names, in payment for services performed to date.

Warrant Number	16129	Total Warrant Amount	$687,193.31
Dated	2/25/16		

STATEMENT MADE UNDER THE PENALTIES OF PERJURY

Diane Fish Johnson 2/25/16
Superintendent of Schools / Chief Financial Officer

2-25-16
School Committee

2-25-16
School Committee

School Committee

2/25/16
School Committee

SC

PRELIMINARY TOWN OF ARLINGTON

DATE: 02/25/2016 WARRANT: 16129 AMOUNT: $ 687,193.31

PAY TO EACH OF THE PERSONS NAMED IN THE ATTACHED WARRANT THE SUMS SET AGAINST THEIR RESPECTIVE NAMES, AMOUNTING IN THE AGGREGATE, AND CHARGE THE SAME TO APPROPRIATIONS OR ACCOUNTS INDICATED.

TOWN MANAGER _____

COMPTROLLER _____

_____

TOWN OF ARLINGTON

PRELIMINARY DETAIL INVOICE LIST

CASH ACCOUNT: 0000 1010 POOLED CASH WARRANT: 16129 02/25/2016

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT		DOCUMENT	VOUCHER	CHECK
27747	A PLUS TRANSPORTAION,	00000	7681716	INV	02/25/2016	1-2016		238323		
	1 02816980 83301 3300	SPED/REIMB		TRANS		3,040.00				
		Invoice Net				3,040.00				
						CHECK TOTAL	3,040.00			----------
27354	A TO Z FOODS	00000	660516	INV	02/25/2016	752911		237998		
	1 03034309 835001	FOOD SERV		FOOD SERVI		280.00				
		Invoice Net				280.00				
27354	A TO Z FOODS	00000	660516	INV	02/25/2016	752913		237999		
	1 03034309 835001	FOOD SERV		FOOD SERVI		280.00				
		Invoice Net				280.00				
27354	A TO Z FOODS	00000	660516	INV	02/25/2016	752914		238000		
	1 03034309 835001	FOOD SERV		FOOD SERVI		231.00				
		Invoice Net				231.00				
						CHECK TOTAL	791.00			----------
29775	ABBOTT,ALLISON	00000	11043616	INV	02/25/2016	REIMB MILEGE 1/15/16		238095		
	1 02246575 87202 2357	PROF DEV		TRAINING		100.44				
		Invoice Net				100.44				
						CHECK TOTAL	100.44			----------
11773	ACCEPT EDUCATION COLLA	00000	7664615	INV	02/25/2016	16-8010-1		238125		
	1 02456575 87202 2357	SPED/P.D.		TRAINING		1,100.00				
		Invoice Net				1,100.00				
						CHECK TOTAL	1,100.00			----------
21151	ACCURATE LABEL DESIGNS	00001	11108516	INV	02/25/2016	143909		238067		
	1 02016507 84201 2430	SEC EDUC		OFFICE		309.95				
		Invoice Net				309.95				
						CHECK TOTAL	309.95			----------
21009	ACTION APPAREL, INC.	00000	11127316	INV	02/25/2016	27626		238126		
	1 02816970 85100 3300	TRANS ED		UNIFORMS		3,254.91				
		Invoice Net				3,254.91				
						CHECK TOTAL	3,254.91			----------
70045	ACTION LOCK & KEY INC.	00000	653816	INV	02/25/2016	44791		239110		
	1 02756960 84306 4220	FAC MAINT		CARPENTRY		346.40				
		Invoice Net				346.40				
						CHECK TOTAL	346.40			----------
28030	ADMINISTRATIVE SOFTWAR	00000	11014216	INV	02/25/2016	13720		238201		
	1 1336765 84201 6200	GEN ADMIN		OFFICE		100.52				
		Invoice Net				100.52				
						CHECK TOTAL	100.52			----------
19606	ALL TRUCK AND EQUIPMEN	00000	7680116	INV	02/25/2016	87368		239164		
	1 02816970 84802 3300	TRANS ED		VEHICLE RE		677.66				
		Invoice Net				677.66				

PRELIMINARY DETAIL INVOICE LIST

CASH ACCOUNT: 0000 1010 POOLED CASH WARRANT: 16129 02/25/2016

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
19606	ALL TRUCK AND EQUIPMEN	00000	7680116	INV	02/25/2016	87318	239165		
	1 02816970 84802 3300	TRANS ED		VEHICLE RE		706.38			
		Invoice Net				706.38			
19606	ALL TRUCK AND EQUIPMEN	00000	7680116	INV	02/25/2016	87557	239166		
	1 02816970 84802 3300	TRANS ED		VEHICLE RE		776.54			
		Invoice Net				776.54			
						CHECK TOTAL 2,160.58			----------
70131	AMERICAN ALARM & COMMU	00000	652716	INV	02/25/2016	S-217808	239111		
	1 02756960 83803 4225	FAC MAINT		SECURITY		340.00			
		Invoice Net				340.00			
						CHECK TOTAL 340.00			----------
28242	AMORE, ANTHONY	00000	11122616	INV	02/25/2016	ART OF THE CON 2/11	239167		
	1 1336770 81112 6200	ADULT ED		INSTRUCT		50.00			
		Invoice Net				50.00			
						CHECK TOTAL 50.00			----------
28022	ANDRINA'S	00000	660416	INV	02/25/2016	370201	238001		
	1 03034309 835001	FOOD SERV		FOOD SERVI		2,180.00			
		Invoice Net				2,180.00			
						CHECK TOTAL 2,180.00			----------
74880	ARLINGTON SWIFTY PRINT	00000	682616	INV	02/25/2016	131130	237767		
	1 02666920 83404 1410	BUS OFFICE		PRINTING		320.50			
		Invoice Net				320.50			
74880	ARLINGTON SWIFTY PRINT	00000	11119216	INV	02/25/2016	131188	237768		
	1 02306740 83404 2415	C&I ENGLIS		PRINTING		831.18			
		Invoice Net				831.18			
						CHECK TOTAL 1,151.68			----------
70266	ASCD	00003	11063916	INV	02/25/2016	12275514	238655		
	1 02636575 87301 2357	PROF DEV		PROF AFFLI		215.25			
		Invoice Net				215.25			
						CHECK TOTAL 215.25			----------
31729	AVERY, COREY	00000		INV	02/25/2016	10436	238785		
	1 02026626 83804 3510	ATHL/HOCKE		ATHLETIC		35.00			
	2 02026635 83804 3510	ATH/G/BB		ATHLETIC		35.00			
		Invoice Net				70.00			
						CHECK TOTAL 70.00			----------
70324	BAKER & TAYLOR	00002	10927316	INV	02/25/2016	5013980313	237769		
	1 02016563 85106 2410	LIBRARY/ME		TEXTBOOKS		131.69			
		Invoice Net				131.69			
						CHECK TOTAL 131.69			----------
31079	BARIL,T.J.	00000		INV	02/25/2016	10477	237802		

PRELIMINARY DETAIL INVOICE LIST

CASH ACCOUNT: 0000 1010 POOLED CASH WARRANT: 16129 02/25/2016

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
	1 02026622 83804 3510			ATHL/BASKB	ATHLETIC	78.00			
				Invoice Net		78.00			
					CHECK TOTAL	78.00			----------
24583	BAYSTATE INTERPRETERS,		00000	7666516	INV 02/25/2016	292370	238290		
	1 02456857 83101 2330			SPED CONTR	PROF TECH	638.98			
				Invoice Net		638.98			
					CHECK TOTAL	638.98			----------
15609	WALKER,INC		00000	7667716	INV 02/25/2016	036986	238292		
	1 02456848 83201 9300			TUITION DY	TUITION	2,475.90			
				Invoice Net		2,475.90			
15609	WALKER,INC		00000	7676316	INV 02/25/2016	036987	238294		
	1 02456848 83201 9300			TUITION DY	TUITION	4,951.62			
				Invoice Net		4,951.62			
					CHECK TOTAL	7,427.52			----------
70412	BELMONT AND CRYSTAL SP		00001	7680216	INV 02/25/2016	14545241 020116	238127		
	1 02456800 84201 2430			PK-SPED	OFFICE	14.45			
				Invoice Net		14.45			
					CHECK TOTAL	14.45			----------
24170	THE CHILDREN'S CENTER		00000	7666916	INV 02/25/2016	5213	238322		
	1 02456818 83101 2320			SPED/DEAF	PROF TECH	975.38			
				Invoice Net		975.38			
					CHECK TOTAL	975.38			----------
22234	THE BOOK RACK		00001	11078916	INV 02/25/2016	689	238068		
	1 02296581 85106 2410			READING IN	TEXTBOOKS	693.00			
				Invoice Net		693.00			
22234	THE BOOK RACK		00001	11043816	INV 02/25/2016	688	238656		
	1 169 85106 2410			BILL'S BKS	TEXTBOOKS	104.70			
				Invoice Net		104.70			
					CHECK TOTAL	797.70			----------
70500	BOSTON COLLEGE CAMPUS		00002	7669016	INV 02/25/2016	1/1-1/31/16-JC	238128		
	1 02456848 83201 9300			TUITION DY	TUITION	7,589.36			
				Invoice Net		7,589.36			
					CHECK TOTAL	7,589.36			----------
25591	BOWERS, VIRGINIA AUTUM		00000	7666716	INV 02/25/2016	2/1-2/5/16	238296		
	1 02456857 83101 2310			SPED CONTR	PROF TECH	200.00			
				Invoice Net		200.00			
25591	BOWERS, VIRGINIA AUTUM		00000	7666716	INV 02/25/2016	2/9-2/12/16	238297		
	1 02456857 83101 2310			SPED CONTR	PROF TECH	200.00			
				Invoice Net		200.00			
25591	BOWERS, VIRGINIA AUTUM		00000	7666816	INV 02/25/2016	2/1-2/5/16-VH	238299		
	1 02456803 83101 2310			SPED/TUTOR	PROF TECH	200.00			
				Invoice Net		200.00			

TOWN OF ARLINGTON

PRELIMINARY DETAIL INVOICE LIST

CASH ACCOUNT: 0000 1010 POOLED CASH WARRANT: 16129 02/25/2016

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
25591	BOWERS, VIRGINIA AUTUM	00000	7666816	INV	02/25/2016	2/9-2/12/16-VM	238300		
	1 02456803 83101 2310 SPED/TUTOR PROF TECH					150.00			
	Invoice Net					150.00			
						CHECK TOTAL 750.00			----------
70556	BRANDON RESIDENTIAL TR	00000	7673116	INV	02/25/2016	9615	238129		
	1 02456848 83201 9300 TUITION DY TUITION					4,372.23			
	Invoice Net					4,372.23			
						CHECK TOTAL 4,372.23			----------
23730	BROCCOLI HALL INC.	00000	7675816	INV	02/25/2016	7894	238130		
	1 02456848 83201 9300 TUITION DY TUITION					4,016.00			
	Invoice Net					4,016.00			
						CHECK TOTAL 4,016.00			----------
70602	BSN SPORTS INC	00001	11127816	INV	02/25/2016	97618029	239093		
	1 02026645 85104 3510 ATH/G/SOFT ATHL SUPPL					1,146.53			
	Invoice Net					1,146.53			
						CHECK TOTAL 1,146.53			----------
71020	C.A.S.E. COLLABORATIVE	00000	7669516	INV	02/25/2016	16-706	238131		
	1 02456848 83201 9400 TUITION DY TUITION					8,242.77			
	Invoice Net					8,242.77			
71020	C.A.S.E. COLLABORATIVE	00000	7670016	INV	02/25/2016	16-548	238132		
	1 02456848 83201 9400 TUITION DY TUITION					8,242.77			
	Invoice Net					8,242.77			
						CHECK TOTAL 16,485.54			----------
70693	CAM OFFICE SERVICES, I	00000	11024516	INV	02/25/2016	95803	237770		
	1 02156506 85101 2430 ELEM EDUC REPRO SUPP					239.85			
	Invoice Net					239.85			
70693	CAM OFFICE SERVICES, I	00000	11109516	INV	02/25/2016	95739	237771		
	1 02016507 85101 2430 SEC EDUC REPRO SUPP					348.80			
	Invoice Net					348.80			
70693	CAM OFFICE SERVICES, I	00000	11109516	INV	02/25/2016	95807	237772		
	1 02016507 85101 2430 SEC EDUC REPRO SUPP					81.42			
	Invoice Net					81.42			
70693	CAM OFFICE SERVICES, I	00000	11116716	INV	02/25/2016	95993	239168		
	1 02126506 85101 2430 ELEM EDUC REPRO SUPP					515.25			
	Invoice Net					515.25			
						CHECK TOTAL 1,185.32			----------
27821	CAMBRIA, CHARLES	00000		INV	02/25/2016	10487	237805		
	1 02026640 83804 3510 ATH/G/I.H. ATHLETIC					78.00			
	Invoice Net					78.00			
						CHECK TOTAL 78.00			----------
31520	CITY OF CAMBRIDGE	00000	681516	INV	02/25/2016	353703	238320		

TOWN OF ARLINGTON

PRELIMINARY DETAIL INVOICE LIST

CASH ACCOUNT: 0000 1010 POOLED CASH WARRANT: 16129 02/25/2016

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
	1 02026646 83804 3510	ATH/G/SWIM		ATHLETIC		1,181.25			
		Invoice Net				1,181.25			
						CHECK TOTAL 1,181.25			----------
70701	CAMBRIDGE PUBLIC SCHOO	00004	683316	INV	02/25/2016	TUITION 1ST SEMESTER	239105		
	1 02666948 83201 9100	VOCATIONAL		VOC TUITIO		6,971.50			
		Invoice Net				6,971.50			
70701	CAMBRIDGE PUBLIC SCHOO	00004	683316	INV	02/25/2016	TUITION 2ND SEMESTER	239106		
	1 02666948 83201 9100	VOCATIONAL		VOC TUITIO		6,971.50			
		Invoice Net				6,971.50			
						CHECK TOTAL 13,943.00			----------
31990	CARNEY, PATRICIA	00000	111221	INV	02/25/2016	INTRO ZENTANGLE	238096		
	1 1336770 81112 6200	ADULT ED		INSTRUCT		50.00			
		Invoice Net				50.00			
						CHECK TOTAL 50.00			----------
31947	CEDARDALE, INC	00000	11081016	INV	02/25/2016	000142	238846		
	1 15122160 83302 3520	HARDY		FIELD TRIP		508.25			
	2 15123160 83302 3520	THOMPSON		FIELD TRIP		540.15			
		Invoice Net				1,048.40			
						CHECK TOTAL 1,048.40			----------
26658	CNA SURETY	00002	683116	INV	02/25/2016	POLICY #70899092	238321		
	1 02666920 83807 1410	BUS OFFICE		INSURANCE		382.51			
		Invoice Net				382.51			
						CHECK TOTAL 382.51			----------
20961	COLAMETA, MICHAEL	00000		INV	02/25/2016	10476	237807		
	1 02026622 83804 3510	ATHL/BASKB		ATHLETIC		78.00			
		Invoice Net				78.00			
						CHECK TOTAL 78.00			----------
25897	COMBUSTION SERVICE COM	00000	653216	INV	02/25/2016	24837	239112		
	1 02756960 82414 4220	FAC MAINT		BOILER C.S		246.00			
		Invoice Net				246.00			
						CHECK TOTAL 246.00			----------
30225	COONEY, MATT	00000		INV	02/25/2016	10485	237810		
	1 02026626 83804 3510	ATHL/HOCKE		ATHLETIC		42.50			
	2 02026640 83804 3510	ATH/G/I.H.		ATHLETIC		42.50			
		Invoice Net				85.00			
						CHECK TOTAL 85.00			----------
29257	COSTA, MIKE	00000		INV	02/25/2016	10479	237813		
	1 02026635 83804 3510	ATH/G/BB		ATHLETIC		78.00			
		Invoice Net				78.00			
						CHECK TOTAL 78.00			----------

TOWN OF ARLINGTON

PRELIMINARY DETAIL INVOICE LIST

CASH ACCOUNT: 0000 1010 POOLED CASH WARRANT: 16129 02/25/2016

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT		DOCUMENT	VOUCHER	CHECK
71080	COSTA FRUIT & PRODUCE	00001	598716	INV	02/25/2016	3545820		238002		
	1 03034309 835001	FOOD SERV	FOOD SERVI			862.03				
		Invoice Net				862.03				
71080	COSTA FRUIT & PRODUCE	00001	598716	INV	02/25/2016	3546845		238003		
	1 03034309 835001	FOOD SERV	FOOD SERVI			196.51				
		Invoice Net				196.51				
71080	COSTA FRUIT & PRODUCE	00001	598716	INV	02/25/2016	3549792		238004		
	1 03034309 835001	FOOD SERV	FOOD SERVI			748.09				
		Invoice Net				748.09				
71080	COSTA FRUIT & PRODUCE	00001	598716	INV	02/25/2016	3549697		238005		
	1 03034309 835001	FOOD SERV	FOOD SERVI			760.42				
		Invoice Net				760.42				
71080	COSTA FRUIT & PRODUCE	00001	598716	INV	02/25/2016	3549665		238006		
	1 03034309 835001	FOOD SERV	FOOD SERVI			982.99				
		Invoice Net				982.99				
71080	COSTA FRUIT & PRODUCE	00001	598716	INV	02/25/2016	3543871		238513		
	1 03034309 835001	FOOD SERV	FOOD SERVI			916.76				
		Invoice Net				916.76				
71080	COSTA FRUIT & PRODUCE	00001	598716	INV	02/25/2016	3551778		239127		
	1 03034309 835001	FOOD SERV	FOOD SERVI			847.83				
		Invoice Net				847.83				
71080	COSTA FRUIT & PRODUCE	00001	598716	INV	02/25/2016	3551286		239128		
	1 03034309 835001	FOOD SERV	FOOD SERVI			469.13				
		Invoice Net				469.13				
						CHECK TOTAL	5,783.76			----------
71088	COTTING SCHOOL	00000	7672016	INV	02/25/2016	10874		238133		
	1 02456848 83201 9300	TUITION DY	TUITION			7,821.73				
		Invoice Net				7,821.73				
71088	COTTING SCHOOL	00000	7692716	INV	02/25/2016	10875		238134		
	1 02456848 83201 9300	TUITION DY	TUITION			3,705.03				
		Invoice Net				3,705.03				
						CHECK TOTAL	11,526.76			----------
31271	CROSS COUNTRY STAFFING	00000	7667116	INV	02/25/2016	511-2208307		238135		
	1 02456830 83101 2320	SPED/MEDS	PROF TECH			1,120.00				
		Invoice Net				1,120.00				
						CHECK TOTAL	1,120.00			----------
18276	CROWELL, SCOTT	00000		INV	02/25/2016	10455		238786		
	1 02026626 83804 3510	ATHL/HOCKE	ATHLETIC			78.00				
	2 02026635 83804 3510	ATH/G/BB	ATHLETIC			78.00				
		Invoice Net				156.00				
						CHECK TOTAL	156.00			----------
71246	DEMCO, INC.	00001	10926916	INV	02/25/2016	5803126		238657		
	1 02016563 84201 2430	LIBRARY/ME	OFFICE			125.31				
		Invoice Net				125.31				

TOWN OF ARLINGTON

PRELIMINARY DETAIL INVOICE LIST

CASH ACCOUNT: 0000 1010 POOLED CASH WARRANT: 16129 02/25/2016

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
						CHECK TOTAL 125.31			----------
26869	DEUTSCH WILLIAMS BROOK	00000	654216	ACI	02/25/2016	73	237773		
	1 02606905 83102 1430	LEGAL SCOM	LEGAL SERV			1,480.50			
		Invoice Net				1,480.50			
						CHECK TOTAL 1,480.50			----------
71342	DRAIN DOCTOR, INC.	00000	653716	INV	02/25/2016	177001	239113		
	1 02756960 84303 4220	FAC MAINT	PLUMBING			195.00			
		Invoice Net				195.00			
						CHECK TOTAL 195.00			----------
29365	DUGGAN MECHANICAL SERV	00000	653016	INV	02/25/2016	10100	239114		
	1 02756960 82412 4220	FAC MAINT	HVAC			187.18			
		Invoice Net				187.18			
29365	DUGGAN MECHANICAL SERV	00000	653016	INV	02/25/2016	10103	239115		
	1 02756960 82412 4220	FAC MAINT	HVAC			1,540.00			
		Invoice Net				1,540.00			
						CHECK TOTAL 1,727.18			----------
22860	ECOLAB FOOD SAFETY SOL	00000	599116	INV	02/25/2016	94175193	239129		
	1 03034309 835000	FOOD SERV	FOOD SERV/			180.04			
		Invoice Net				180.04			
						CHECK TOTAL 180.04			----------
71410	EDCO	00000	11064616	INV	02/25/2016	1160848	238099		
	1 02636575 87202 2357	PROF DEV	TRAINING			550.00			
		Invoice Net				550.00			
71410	EDCO	00000	71410	INV	02/25/2016	1160831	238101		
	1 02456575 87202 2357	SPED/P.D.	TRAINING			100.00			
	2 02636575 87202 2357	PROF DEV	TRAINING			50.00			
		Invoice Net				150.00			
71410	EDCO	00000	11064816	INV	02/25/2016	1160854	238198		
	1 02636575 87202 2357	PROF DEV	TRAINING			20.00			
		Invoice Net				20.00			
71410	EDCO	00000	11065116	INV	02/25/2016	1160878	238658		
	1 02456575 87202 2357	SPED/P.D.	TRAINING			675.00			
	2 02636575 87202 2357	PROF DEV	TRAINING			225.00			
		Invoice Net				900.00			
						CHECK TOTAL 1,620.00			----------
17253	EDUCATION, INC.	00000	7667416	INV	02/25/2016	270868	238301		
	1 02456803 83101 2310	SPED/TUTOR	PROF TECH			50.00			
		Invoice Net				50.00			
17253	EDUCATION, INC.	00000	7667416	INV	02/25/2016	270870	238302		
	1 02456803 83101 2310	SPED/TUTOR	PROF TECH			150.00			
		Invoice Net				150.00			
17253	EDUCATION, INC.	00000	7667416	INV	02/25/2016	270871	238304		

TOWN OF ARLINGTON

PRELIMINARY DETAIL INVOICE LIST

CASH ACCOUNT: 0000 1010 POOLED CASH WARRANT: 16129 02/25/2016

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
	1 02456803 83101	2310		SPED/TUTOR	PROF TECH	25.00			
				Invoice Net		25.00			
17253	EDUCATION, INC.		00000	7667316	INV 02/25/2016	270869	238305		
	1 02456857 83101	2310		SPED CONTR	PROF TECH	12.50			
				Invoice Net		12.50			
					CHECK TOTAL	237.50			----------
31976	KOURI,CARRIE A.		00000	10853216	INV 02/25/2016	158233	238847		
	1 02096506 84201	2430		ELEM EDUC	OFFICE	205.95			
				Invoice Net		205.95			
					CHECK TOTAL	205.95			----------
31424	ESSEX NORTH SHORE AGRI		00000	683416	INV 02/25/2016	148	239104		
	1 02666948 83201	9100		VOCATIONAL	VOC TUITIO	20,681.00			
				Invoice Net		20,681.00			
					CHECK TOTAL	20,681.00			----------
70501	EVERSOURCE		00001	654316	INV 02/25/2016	2/12/16	238659		
	1 02756960 82103	4130		FAC MAINT	POWER ELEC	34,402.43			
				Invoice Net		34,402.43			
					CHECK TOTAL	34,402.43			----------
70501	EVERSOURCE		00001	654316	INV 02/25/2016	2/09/16-OTTSON	238660		
	1 02756960 82103	4130		FAC MAINT	POWER ELEC	6,610.02			
				Invoice Net		6,610.02			
					CHECK TOTAL	6,610.02			----------
14760	EVERGREEN CENTER		00000	7671816	INV 02/25/2016	I021171	238136		
	1 02456851 83201	9300		OOD RESIDE	TUITION	13,933.88			
				Invoice Net		13,933.88			
					CHECK TOTAL	13,933.88			----------
21724	FANTINI BAKING CO., IN		00000	599916	INV 02/25/2016	Y181037	239130		
	1 03034309 835001			FOOD SERV	FOOD SERVI	124.36			
				Invoice Net		124.36			
21724	FANTINI BAKING CO., IN		00000	599916	INV 02/25/2016	Y181038	239131		
	1 03034309 835001			FOOD SERV	FOOD SERVI	122.87			
				Invoice Net		122.87			
					CHECK TOTAL	247.23			----------
23827	FARAH ENTERPRISES, INC		00000	660716	INV 02/25/2016	1000	238007		
	1 03034309 835001			FOOD SERV	FOOD SERVI	344.00			
				Invoice Net		344.00			
23827	FARAH ENTERPRISES, INC		00000	660716	INV 02/25/2016	213001	238516		
	1 03034309 835001			FOOD SERV	FOOD SERVI	320.00			
				Invoice Net		320.00			
23827	FARAH ENTERPRISES, INC		00000	660716	INV 02/25/2016	213002	238519		
	1 03034309 835001			FOOD SERV	FOOD SERVI	320.00			
				Invoice Net		320.00			

PRELIMINARY DETAIL INVOICE LIST

CASH ACCOUNT: 0000 1010 POOLED CASH WARRANT: 16129 02/25/2016

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
						CHECK TOTAL 984.00			----------
30173	FARMER, TOM	00000		INV	02/25/2016	10445	238787		
	1 02026626 83804 3510	ATHL/HOCKE		ATHLETIC		78.00			
		Invoice Net				78.00			
						CHECK TOTAL 78.00			----------
29922	FARQUHARSON,JOHN	00000		INV	02/25/2016	10464	239157		
	1 02026626 83804 3510	ATHL/HOCKE		ATHLETIC		40.00			
		Invoice Net				40.00			
						CHECK TOTAL 40.00			----------
31993	FEDORKA, SUZANNE A.	00000	644616	INV	02/25/2016	PARENT FORUM 2/4/16	239094		
	1 1954 84000	HEALTH ED		MISC EXP		250.00			
		Invoice Net				250.00			
						CHECK TOTAL 250.00			----------
15907	FIRST CALL	00000	7686516	INV	02/25/2016	JANUARY 2016	238137		
	1 02816980 83301 3300	SPED/REIMB		TRANS		2,090.00			
		Invoice Net				2,090.00			
						CHECK TOTAL 2,090.00			----------
31442	FLOREZ, MISTY	00000	11122216	INV	02/25/2016	GLASS TERRARIUM	238097		
	1 1336770 81112 6200	ADULT ED		INSTRUCT		222.50			
		Invoice Net				222.50			
						CHECK TOTAL 222.50			----------
30300	FOLLETT SCHOOL SOLUTIO	00001	11042516	INV	02/25/2016	306830F-4	238918		
	1 169 85106 2410	BILL'S BKS		TEXTBOOKS		843.63			
		Invoice Net				843.63			
						CHECK TOTAL 843.63			----------
30300	FOLLETT SCHOOL SOLUTIO	00001	11041416	INV	02/25/2016	771862F-2	238919		
	1 169 85106 2410	BILL'S BKS		TEXTBOOKS		16.00			
		Invoice Net				16.00			
						CHECK TOTAL 16.00			----------
24217	FORREST, CHIP	00000		INV	02/25/2016	10439	239089		
	1 02026626 83804 3510	ATHL/HOCKE		ATHLETIC		78.00			
		Invoice Net				78.00			
						CHECK TOTAL 78.00			----------
31873	FOSTER, ELEANOR	00000	11122516	INV	02/25/2016	SING,SING,SING 2/6	239169		
	1 1336770 81112 6200	ADULT ED		INSTRUCT		102.00			
		Invoice Net				102.00			
						CHECK TOTAL 102.00			----------
26634	FRANCHI, SUSAN	00000	10772116	INV	02/25/2016	REIMB MILEGE11/6-1/8	238885		

PRELIMINARY DETAIL INVOICE LIST

CASH ACCOUNT: 0000 1010 POOLED CASH WARRANT: 16129 02/25/2016

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
	1 02496554 85201	3200		HEALTH SRV	MED SUPPLY	203.64			
				Invoice Net		203.64			
						CHECK TOTAL 203.64			----------
31801	FUEL EDUCATION LLC		00000	11108016	INV 02/25/2016	210002123	239095		
	1 02016507 83201	9300		SEC EDUC	THS EDUC	450.00			
				Invoice Net		450.00			
						CHECK TOTAL 450.00			----------
30891	GAILEY, MARY ELLEN		00000	7691216	INV 02/25/2016	SVCS 12/14/15-2/5/16	238306		
	1 0932016 83101	2357		EARLY PART	SUBCONTRAC	1,440.00			
				Invoice Net		1,440.00			
30891	GAILEY, MARY ELLEN		00000	7691616	INV 02/25/2016	PD-1/12/16	238307		
	1 09312016 83101	2357		EARLY CHIL	CONSULT	600.00			
				Invoice Net		600.00			
						CHECK TOTAL 2,040.00			----------
31991	GIOVANNINI, KATHLEEN		00000	11043716	INV 02/25/2016	REIMB MILEGE	238098		
	1 02246575 87202	2357		PROF DEV	TRAINING	100.44			
				Invoice Net		100.44			
						CHECK TOTAL 100.44			----------
31965	GMS ENTERPRISES, INC		00000	10969316	INV 02/25/2016	32016	238848		
	1 1322016 83101	2440		METCO GRNT	CONTRACT	500.00			
				Invoice Net		500.00			
						CHECK TOTAL 500.00			----------
71823	GRAINGER		00001	650816	INV 02/25/2016	90133002600	239116		
	1 02756960 84308	4220		FAC MAINT	ELECTRICAL	40.25			
				Invoice Net		40.25			
						CHECK TOTAL 40.25			----------
23466	GYM SOURCE		00002	642516	INV 02/25/2016	1800354	238072		
	1 02366548 85103	2415		HEALTH/H.S	INSTRUCT	2,227.00			
				Invoice Net		2,227.00			
						CHECK TOTAL 2,227.00			----------
31047	HANAFIN, CHARLES		00000		INV 02/25/2016	10461	239158		
	1 02026626 83804	3510		ATHL/HOCKE	ATHLETIC	78.00			
				Invoice Net		78.00			
						CHECK TOTAL 78.00			----------
28828	NUTRIKIDS-HEARTLAND PA		00001	660316	INV 02/25/2016	INV0000002895	238008		
	1 03034309 865600			FOOD SERV	FOOD SERV/	300.00			
				Invoice Net		300.00			
						CHECK TOTAL 300.00			----------
20160	HEINEMANN PROFESSIONAL		00002	11018616	INV 02/25/2016	6578944	238075		

TOWN OF ARLINGTON

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CASH ACCOUNT: 0000 1010 POOLED CASH WARRANT: 16129 02/25/2016

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
	1 02216506 85106 2410	ELEM EDUC		TEXTBOOKS		1,973.40			
		Invoice Net				1,973.40			
20160	HEINEMANN PROFESSIONAL	00002	11018716	INV	02/25/2016	6578946	238076		
	1 02156506 85106 2410	ELEM EDUC		TEXTBOOKS		1,645.60			
		Invoice Net				1,645.60			
20160	HEINEMANN PROFESSIONAL	00002	11064916	INV	02/25/2016	6582898	238849		
	1 02636575 87202 2357	PROF DEV		TRAINING		488.40			
		Invoice Net				488.40			
20160	HEINEMANN PROFESSIONAL	00002	11043416	INV	02/25/2016	6578949	239096		
	1 02246506 85106 2410	ELEM EDUC		TEXTBOOKS		328.90			
		Invoice Net				328.90			
						CHECK TOTAL 4,436.30			----------
31400	HERSCOVITCH,BRANDON	00000	7666216	INV	02/25/2016	MLN2-2016	238123		
	1 02456821 83101 2320	SPED/CLINI		PROF TECH		1,072.00			
		Invoice Net				1,072.00			
31400	HERSCOVITCH,BRANDON	00000	7666216	INV	02/25/2016	RR2-2016	238124		
	1 02456821 83101 2320	SPED/CLINI		PROF TECH		1,373.50			
		Invoice Net				1,373.50			
31400	HERSCOVITCH,BRANDON	00000	7666216	INV	02/25/2016	RR3-2016	238324		
	1 02456821 83101 2320	SPED/CLINI		PROF TECH		201.00			
		Invoice Net				201.00			
31400	HERSCOVITCH,BRANDON	00000	7666216	INV	02/25/2016	MLN3-2016	238325		
	1 02456821 83101 2320	SPED/CLINI		PROF TECH		536.00			
		Invoice Net				536.00			
						CHECK TOTAL 3,182.50			----------
27872	HIGH SCHOOL GYMNASTICS	00002	11127616	INV	02/25/2016	SR.SUPER BOWL-2/7/16	238080		
	1 02026639 83804 3510	ATH/G/GYM		ATHLETIC		75.00			
		Invoice Net				75.00			
						CHECK TOTAL 75.00			----------
30175	HINOJOSA, MICHAEL	00000		INV	02/25/2016	10474	239159		
	1 02026622 83804 3510	ATHL/BASKB		ATHLETIC		56.00			
		Invoice Net				56.00			
30175	HINOJOSA, MICHAEL	00000		INV	02/25/2016	10473	239160		
	1 02026635 83804 3510	ATH/G/BB		ATHLETIC		56.00			
		Invoice Net				56.00			
						CHECK TOTAL 112.00			----------
31885	INFOSNAP,LLC	00001	11064016	INV	02/25/2016	INV2820	238661		
	1 02496945 85804 3100	SW SCHEDUL		SOFTWARE		13,190.00			
		Invoice Net				13,190.00			
						CHECK TOTAL 13,190.00			----------
27988	JOE WARREN & SONS	00000	661016	INV	02/25/2016	34527Q	238009		
	1 03034309 865000	FOOD SERV		FOOD SERV/		562.60			
		Invoice Net				562.60			

TOWN OF ARLINGTON

PRELIMINARY DETAIL INVOICE LIST

CASH ACCOUNT: 0000 1010 POOLED CASH WARRANT: 16129 02/25/2016

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT		DOCUMENT	VOUCHER	CHECK
27988	JOE WARREN & SONS	00000	661016	INV	02/25/2016	34528Q		238010		
	1 03034309 865000 FOOD SERV FOOD SERV/					547.96				
	Invoice Net					547.96				
27988	JOE WARREN & SONS	00000	661016	INV	02/25/2016	34529Q		238011		
	1 03034309 865000 FOOD SERV FOOD SERV/					559.21				
	Invoice Net					559.21				
						CHECK TOTAL	1,669.77			----------
72233	JUDGE BAKER CHILDREN'S	00001	7684416	INV	02/25/2016	GH019		238138		
	1 02456821 83101 2320 SPED/CLINI PROF TECH					400.00				
	Invoice Net					400.00				
72233	JUDGE BAKER CHILDREN'S	00001	7684416	INV	02/25/2016	JE016		238139		
	1 02456821 83101 2320 SPED/CLINI PROF TECH					200.00				
	Invoice Net					200.00				
72233	JUDGE BAKER CHILDREN'S	00001	7670316	INV	02/25/2016	JAN321		238140		
	1 02456848 83201 9300 TUITION DY TUITION					7,803.49				
	Invoice Net					7,803.49				
72233	JUDGE BAKER CHILDREN'S	00001	7671416	INV	02/25/2016	JAN322		238141		
	1 02456848 83201 9300 TUITION DY TUITION					7,803.49				
	Invoice Net					7,803.49				
72233	JUDGE BAKER CHILDREN'S	00001	7671616	INV	02/25/2016	JAN323		238142		
	1 02456848 83201 9300 TUITION DY TUITION					7,803.49				
	Invoice Net					7,803.49				
72233	JUDGE BAKER CHILDREN'S	00001	7673016	INV	02/25/2016	JAN324		238143		
	1 02456848 83201 9300 TUITION DY TUITION					7,803.49				
	Invoice Net					7,803.49				
72233	JUDGE BAKER CHILDREN'S	00001	7673616	INV	02/25/2016	JAN325		238144		
	1 02456848 83201 9300 TUITION DY TUITION					7,803.49				
	Invoice Net					7,803.49				
72233	JUDGE BAKER CHILDREN'S	00001	7675416	INV	02/25/2016	JAN326		238145		
	1 02456848 83201 9300 TUITION DY TUITION					7,803.49				
	Invoice Net					7,803.49				
						CHECK TOTAL	47,420.94			----------
22166	MT LIBRARY SERVICES	00000	11089616	INV	02/25/2016	305744		237774		
	1 02016563 85106 2410 LIBRARY/ME TEXTBOOKS					468.00				
	Invoice Net					468.00				
						CHECK TOTAL	468.00			----------
19317	JUSTICE RESOURCE INSTI	00000	7669416	INV	02/25/2016	12450716ARL-AC		238309		
	1 02456848 83201 9300 TUITION DY TUITION					4,652.72				
	Invoice Net					4,652.72				
19317	JUSTICE RESOURCE INSTI	00000	7674816	INV	02/25/2016	12350716ARL-ES		238310		
	1 02456851 83201 9300 OOD RESIDE TUITION					6,503.80				
	Invoice Net					6,503.80				
19317	JUSTICE RESOURCE INSTI	00000	7682016	INV	02/25/2016	12250716ARL-JC		238311		
	1 02456851 83201 9300 OOD RESIDE TUITION					16,259.50				
	Invoice Net					16,259.50				

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
						CHECK TOTAL 27,416.02			----------
72291 KEYSTONE BATTERY	1 02016960 84308 4220	00001	686116	INV	02/25/2016	INV50204	239117		
	MAINT SUPP ELECTRICAL					310.00			
	Invoice Net					310.00			
						CHECK TOTAL 310.00			----------
31085 KONE INC	1 02756960 82420 4220	00001	653416	INV	02/25/2016	1157128926	239119		
	FAC MAINT ELEVATOR					1,789.63			
	Invoice Net					1,789.63			
31085 KONE INC	1 02756960 82420 4220	00001	653416	INV	02/25/2016	1157128927	239120		
	FAC MAINT ELEVATOR					605.06			
	Invoice Net					605.06			
						CHECK TOTAL 2,394.69			----------
31961 KOTZUBA, PAUL	1 02026635 83804 3510	00000		INV	02/25/2016	10472	238788		
	ATH/G/BB ATHLETIC					56.00			
	Invoice Net					56.00			
31961 KOTZUBA, PAUL	1 02026622 83804 3510	00000		INV	02/25/2016	10471	238789		
	ATHL/BASKB ATHLETIC					56.00			
	Invoice Net					56.00			
						CHECK TOTAL 112.00			----------
29913 KRISTAN,PAMELA	1 1336770 81112 6200	00000	11122316	INV	02/25/2016	TIME MANAGEMENT 1/28	239107		
	ADULT ED INSTRUCT					60.00			
	Invoice Net					60.00			
						CHECK TOTAL 60.00			----------
72363 LABBB COLLABORATIVE	1 02456848 83201 9400	00000	7667816	INV	02/25/2016	2163171	238146		
	TUITION DY TUITION					4,775.65			
	Invoice Net					4,775.65			
72363 LABBB COLLABORATIVE	1 02456848 83201 9400	00000	7668016	INV	02/25/2016	2163467	238147		
	TUITION DY TUITION					1,403.60			
	Invoice Net					1,403.60			
72363 LABBB COLLABORATIVE	1 02456848 83201 9400	00000	7668116	INV	02/25/2016	2163169	238148		
	TUITION DY TUITION					4,775.65			
	Invoice Net					4,775.65			
72363 LABBB COLLABORATIVE	1 02456848 83201 9400	00000	7668216	INV	02/25/2016	2163380	238149		
	TUITION DY TUITION					4,961.66			
	Invoice Net					4,961.66			
72363 LABBB COLLABORATIVE	1 02456848 83201 9400	00000	7668416	INV	02/25/2016	2163170	238150		
	TUITION DY TUITION					5,387.64			
	Invoice Net					5,387.64			
72363 LABBB COLLABORATIVE	1 02456848 83201 9400	00000	7669116	INV	02/25/2016	2163168	238151		
	TUITION DY TUITION					4,775.65			
	Invoice Net					4,775.65			
72363 LABBB COLLABORATIVE	1 02456848 83201 9400	00000	7669216	INV	02/25/2016	2163167	238152		
	TUITION DY TUITION					4,775.65			
	Invoice Net					4,775.65			

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
72363	LABBB COLLABORATIVE	00000	7669316	INV	02/25/2016	2163379	238153		
	1 02456848 83201 9400	TUITION DY TUITION				4,961.66			
		Invoice Net				4,961.66			
72363	LABBB COLLABORATIVE	00000	7670216	INV	02/25/2016	2163166	238154		
	1 02456848 83201 9400	TUITION DY TUITION				5,387.64			
		Invoice Net				5,387.64			
72363	LABBB COLLABORATIVE	00000	7670616	INV	02/25/2016	2163165	238155		
	1 02456848 83201 9400	TUITION DY TUITION				4,775.65			
		Invoice Net				4,775.65			
72363	LABBB COLLABORATIVE	00000	7671216	INV	02/25/2016	2163164	238156		
	1 02456848 83201 9400	TUITION DY TUITION				4,775.65			
		Invoice Net				4,775.65			
72363	LABBB COLLABORATIVE	00000	7671316	INV	02/25/2016	2163163	238157		
	1 02456848 83201 9400	TUITION DY TUITION				5,387.64			
		Invoice Net				5,387.64			
72363	LABBB COLLABORATIVE	00000	7671716	INV	02/25/2016	2163162	238158		
	1 02456848 83201 9400	TUITION DY TUITION				4,775.65			
		Invoice Net				4,775.65			
72363	LABBB COLLABORATIVE	00000	7672316	INV	02/25/2016	2163161	238159		
	1 02456848 83201 9400	TUITION DY TUITION				2,552.04			
		Invoice Net				2,552.04			
72363	LABBB COLLABORATIVE	00000	7672916	INV	02/25/2016	2163378	238160		
	1 02456848 83201 9400	TUITION DY TUITION				4,961.66			
		Invoice Net				4,961.66			
72363	LABBB COLLABORATIVE	00000	7673516	INV	02/25/2016	2163377	238161		
	1 02456848 83201 9400	TUITION DY TUITION				4,961.66			
		Invoice Net				4,961.66			
72363	LABBB COLLABORATIVE	00000	7673916	INV	02/25/2016	2163160	238162		
	1 02456848 83201 9400	TUITION DY TUITION				4,775.65			
		Invoice Net				4,775.65			
72363	LABBB COLLABORATIVE	00000	7674116	INV	02/25/2016	2163159	238163		
	1 02456848 83201 9400	TUITION DY TUITION				5,387.64			
		Invoice Net				5,387.64			
72363	LABBB COLLABORATIVE	00000	7674216	INV	02/25/2016	2163376	238164		
	1 02456848 83201 9400	TUITION DY TUITION				4,961.66			
		Invoice Net				4,961.66			
72363	LABBB COLLABORATIVE	00000	7674416	INV	02/25/2016	2163158	238165		
	1 02456848 83201 9400	TUITION DY TUITION				5,387.64			
		Invoice Net				5,387.64			
72363	LABBB COLLABORATIVE	00000	7674516	INV	02/25/2016	2163375	238166		
	1 02456848 83201 9400	TUITION DY TUITION				4,961.66			
		Invoice Net				4,961.66			
72363	LABBB COLLABORATIVE	00000	7674616	INV	02/25/2016	2163473	238167		
	1 02456848 83201 9400	TUITION DY TUITION				4,110.65			
		Invoice Net				4,110.65			
72363	LABBB COLLABORATIVE	00000	7674716	INV	02/25/2016	2163374	238168		
	1 02456848 83201 9400	TUITION DY TUITION				4,961.66			
		Invoice Net				4,961.66			

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CASH ACCOUNT: 0000 1010 POOLED CASH WARRANT: 16129 02/25/2016

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT		DOCUMENT	VOUCHER	CHECK
72363	LABBB COLLABORATIVE	00000	7676216	INV	02/25/2016	2163157		238169		
	1 02456848 83201 9400	TUITION DY		TUITION		4,775.65				
		Invoice Net				4,775.65				
						CHECK TOTAL	112,716.96			----------
72376	LANDMARK FOUNDATION, I	00000	7667616	INV	02/25/2016	18476		238170		
	1 02456848 83201 9300	TUITION DY		TUITION		2,293.40				
		Invoice Net				2,293.40				
72376	LANDMARK FOUNDATION, I	00000	7673816	INV	02/25/2016	18464		238171		
	1 02456848 83201 9300	TUITION DY		TUITION		2,361.81				
		Invoice Net				2,361.81				
72376	LANDMARK FOUNDATION, I	00000	7675316	INV	02/25/2016	18473		238172		
	1 02456848 83201 9300	TUITION DY		TUITION		3,000.00				
		Invoice Net				3,000.00				
72376	LANDMARK FOUNDATION, I	00000	7682116	INV	02/25/2016	18483		238173		
	1 02456848 83201 9300	TUITION DY		TUITION		2,834.17				
		Invoice Net				2,834.17				
						CHECK TOTAL	10,489.38			----------
72433	LEAGUE SCHOOL	00000	7690116	INV	02/25/2016	16-07-131A		238174		
	1 02456845 83201 9300	OOD/AIDE		TUITION		5,393.25				
		Invoice Net				5,393.25				
						CHECK TOTAL	5,393.25			----------
73630	LEARNING ALLY,INC	00000	7693316	INV	02/25/2016	46681		238175		
	1 02456842 85103 2410	ADAPTIVE T		INSTRUCT		119.00				
		Invoice Net				119.00				
						CHECK TOTAL	119.00			----------
72436	THE LEARNING CENTER FO	00000	7670916	INV	02/25/2016	18073		238176		
	1 02456848 83201 9300	TUITION DY		TUITION		4,708.96				
		Invoice Net				4,708.96				
						CHECK TOTAL	4,708.96			----------
31988	VINNY LOUGHLIN LLC	00000	11121716	INV	02/25/2016	552		238662		
	1 02426715 85103 2415	C&I SCIENC		INSTRUCT		1,716.00				
		Invoice Net				1,716.00				
						CHECK TOTAL	1,716.00			----------
20232	MACINNIS, GLEN	00000		INV	02/25/2016	10357		239161		
	1 02026626 83804 3510	ATHL/HOCKE		ATHLETIC		56.00				
		Invoice Net				56.00				
						CHECK TOTAL	56.00			----------
29812	MARKET BASKET	00000	10973916	INV	02/25/2016	ACCT#2001540004-JAN		238077		
	1 02016518 85103 2415	FAM/CONS S		INSTRUCT		653.77				
		Invoice Net				653.77				
						CHECK TOTAL	653.77			----------

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CASH ACCOUNT: 0000 1010 POOLED CASH WARRANT: 16129 02/25/2016

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
72695	MASSACHUSETTS ASSOCIAT		00000 11111216	INV	02/25/2016	16-001020	238079		
	1 02576900 87202 1110		SCHOOL COM		TRAINING	268.08			
			Invoice Net			268.08			
						CHECK TOTAL 268.08			----------
72694	MA ASSOC OF SCHOOL SUP		00000 11111116	INV	02/25/2016	2016JAN-2847	238093		
	1 02606575 87202 2357		MEMBERSHIP		TRAINING	180.00			
			Invoice Net			180.00			
						CHECK TOTAL 180.00			----------
31275	MASSIRONI,MONICA		00000 11122416	INV	02/25/2016	MAKE MOZZARELLA 2/3	239108		
	1 1336770 81112 6200		ADULT ED		INSTRUCT	160.00			
			Invoice Net			160.00			
						CHECK TOTAL 160.00			----------
12897	THE MAY INSTITUTE INC.		00001 7673316	INV	02/25/2016	598656	238177		
	1 02456851 83201 9300		OOD RESIDE		TUITION	18,090.98			
			Invoice Net			18,090.98			
						CHECK TOTAL 18,090.98			----------
72575	MBTA STUDENT PASS PROG		00001 10968816	INV	02/25/2016	196706	238920		
	1 1322016 83301 3300		METCO GRNT		TRANS	962.00			
			Invoice Net			962.00			
72575	MBTA STUDENT PASS PROG		00001 10968816	INV	02/25/2016	198514	238921		
	1 1322016 83301 3300		METCO GRNT		TRANS	962.00			
			Invoice Net			962.00			
						CHECK TOTAL 1,924.00			----------
11753	MCGRAW-HILL SCHOOL ED		00004 7692116	INV	02/25/2016	90155021001	238181		
	1 0932016 85100 2410		EARLY PART		ED SUPP	439.26			
			Invoice Net			439.26			
						CHECK TOTAL 439.26			----------
72813	MCLEAN HOSPITAL		00001 7672516	ACI	02/25/2016	IN00978912	238178		
	1 02456848 83201 9300		TUITION DY		TUITION	6,441.19			
			Invoice Net			6,441.19			
72813	MCLEAN HOSPITAL		00001 7681416	ACI	02/25/2016	IN00978876	238179		
	1 02456848 83201 9300		TUITION DY		TUITION	6,441.19			
			Invoice Net			6,441.19			
72813	MCLEAN HOSPITAL		00001 7681516	ACI	02/25/2016	IN00978894	238180		
	1 02456848 83201 9300		TUITION DY		TUITION	6,441.19			
			Invoice Net			6,441.19			
						CHECK TOTAL 19,323.57			----------
29264	MEDEIROS, MICHAEL		00000	INV	02/25/2016	10286	237817		
	1 02026622 83804 3510		ATHL/BASKB		ATHLETIC	56.00			
			Invoice Net			56.00			
						CHECK TOTAL 56.00			----------

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT		DOCUMENT	VOUCHER	CHECK
22094	MESSINA, GARY A.	00000		INV	02/25/2016	10486		237856		
	1 02026640 83804 3510	ATH/G/I.H.	ATHLETIC			78.00				
		Invoice Net				78.00				
22094	MESSINA, GARY A.	00000		INV	02/25/2016	10356		239162		
	1 02026626 83804 3510	ATHL/HOCKE	ATHLETIC			56.00				
		Invoice Net				56.00				
						CHECK TOTAL	134.00			----------
26121	MIDAMERICA ADMINISTRAT	00002	654916	INV	02/25/2016	2893		239098		
	1 02636935 81730 5100	HUMAN RES/	PENSIONS			507.50				
		Invoice Net				507.50				
						CHECK TOTAL	507.50			----------
74685	MISSETT, KATHRYN	00000		INV	02/25/2016	10450		237819		
	1 02026639 83804 3510	ATH/G/GYM	ATHLETIC			41.50				
		Invoice Net				41.50				
						CHECK TOTAL	41.50			----------
25404	MONTIERO, NATHAN	00000		INV	02/25/2016	10447		239090		
	1 02026634 83804 3510	ATH/WRESTL	ATHLETIC			104.00				
		Invoice Net				104.00				
						CHECK TOTAL	104.00			----------
73011	MULVIHILL, DENIS	00000		INV	02/25/2016	10448		237823		
	1 02026634 83804 3510	ATH/WRESTL	ATHLETIC			80.00				
		Invoice Net				80.00				
						CHECK TOTAL	80.00			----------
73037	MUSEUM OF SCIENCE,BOST	00002	11116316	CRM	02/25/2016	1-1001361		238069		
	1 02126575 87202 2357	PROF DEV	TRAINING			-400.00				
		Invoice Net				-400.00				
73037	MUSEUM OF SCIENCE,BOST	00002	11116316	INV	02/25/2016	1-7005456-01		238070		
	1 02126575 87202 2357	PROF DEV	TRAINING			200.00				
		Invoice Net				200.00				
73037	MUSEUM OF SCIENCE,BOST	00002	11116316	INV	02/25/2016	1-7005456-02		238071		
	1 02126575 87202 2357	PROF DEV	TRAINING			1,600.00				
		Invoice Net				1,600.00				
						CHECK TOTAL	1,400.00			----------
20948	NALLY ASSOCIATES, INC.	00000	11127516	INV	02/25/2016	16-00131		239099		
	1 02026620 85104 3510	ATHLE/ADMI	ATHL SUPPL			605.21				
		Invoice Net				605.21				
						CHECK TOTAL	605.21			----------
20455	NASHOBA LEARNING GROUP	00000	7668816	INV	02/25/2016	10083		238182		
	1 02456848 83201 9300	TUITION DY	TUITION			9,013.60				
		Invoice Net				9,013.60				
20455	NASHOBA LEARNING GROUP	00000	7668916	INV	02/25/2016	10084		238183		

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	1 02456848 83201 9300			TUITION DY	TUITION	9,013.60			
				Invoice Net		9,013.60			
						CHECK TOTAL 18,027.20			----------
70502	NATIONAL GRID	00003	654416	INV	02/25/2016	2/08/16	238663		
	1 02756960 82104 4120			FAC MAINT	NAT GAS	22,699.91			
				Invoice Net		22,699.91			
						CHECK TOTAL 22,699.91			----------
23506	NES EQUIPMENT SERVICES	00002	686516	INV	02/25/2016	4460247	239122		
	1 02756960 84802 4220			FAC MAINT	VEHICLE RE	727.54			
				Invoice Net		727.54			
						CHECK TOTAL 727.54			----------
24518	NEVILLE, PAULA J.	00000	652116	INV	02/25/2016	156	237775		
	1 02606910 83101 1210			SUPER	PROF TECH	2,350.00			
				Invoice Net		2,350.00			
						CHECK TOTAL 2,350.00			----------
17599	THE NEW ENGLAND CENTER	00001	7675116	INV	02/25/2016	215552	238184		
	1 02456851 83201 9300			OOD RESIDE	TUITION	8,987.37			
				Invoice Net		8,987.37			
						CHECK TOTAL 8,987.37			----------
16817	NEW ENGLAND ICE CREAM	00003	598916	INV	02/25/2016	531883	238012		
	1 03034309 835001			FOOD SERV	FOOD SERVI	290.54			
				Invoice Net		290.54			
16817	NEW ENGLAND ICE CREAM	00003	598916	INV	02/25/2016	531889	238013		
	1 03034309 835001			FOOD SERV	FOOD SERVI	219.58			
				Invoice Net		219.58			
16817	NEW ENGLAND ICE CREAM	00003	598916	INV	02/25/2016	531890	238014		
	1 03034309 835001			FOOD SERV	FOOD SERVI	88.06			
				Invoice Net		88.06			
16817	NEW ENGLAND ICE CREAM	00003	598916	INV	02/25/2016	531891	238015		
	1 03034309 835001			FOOD SERV	FOOD SERVI	113.27			
				Invoice Net		113.27			
16817	NEW ENGLAND ICE CREAM	00003	598916	INV	02/25/2016	531892	238016		
	1 03034309 835001			FOOD SERV	FOOD SERVI	88.06			
				Invoice Net		88.06			
16817	NEW ENGLAND ICE CREAM	00003	598916	INV	02/25/2016	531895	238017		
	1 03034309 835001			FOOD SERV	FOOD SERVI	50.42			
				Invoice Net		50.42			
16817	NEW ENGLAND ICE CREAM	00003	598916	INV	02/25/2016	531896	238018		
	1 03034309 835001			FOOD SERV	FOOD SERVI	25.21			
				Invoice Net		25.21			
16817	NEW ENGLAND ICE CREAM	00003	598916	INV	02/25/2016	531897	238019		
	1 03034309 835001			FOOD SERV	FOOD SERVI	50.42			
				Invoice Net		50.42			

TOWN OF ARLINGTON

PRELIMINARY DETAIL INVOICE LIST

CASH ACCOUNT: 0000 1010 POOLED CASH WARRANT: 16129 02/25/2016

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
16817 NEW ENGLAND ICE CREAM		00003	598916	INV	02/25/2016	531900	238020		
1 03034309 835001	FOOD SERV	FOOD SERVI				134.65			
	Invoice Net					134.65			
16817 NEW ENGLAND ICE CREAM		00003	598916	INV	02/25/2016	535075	238021		
1 03034309 835001	FOOD SERV	FOOD SERVI				50.42			
	Invoice Net					50.42			
16817 NEW ENGLAND ICE CREAM		00003	598916	INV	02/25/2016	535076	238022		
1 03034309 835001	FOOD SERV	FOOD SERVI				37.82			
	Invoice Net					37.82			
16817 NEW ENGLAND ICE CREAM		00003	598916	INV	02/25/2016	535077	238023		
1 03034309 835001	FOOD SERV	FOOD SERVI				63.03			
	Invoice Net					63.03			
16817 NEW ENGLAND ICE CREAM		00003	598916	INV	02/25/2016	535078	238024		
1 03034309 835001	FOOD SERV	FOOD SERVI				37.82			
	Invoice Net					37.82			
16817 NEW ENGLAND ICE CREAM		00003	598916	INV	02/25/2016	535079	238025		
1 03034309 835001	FOOD SERV	FOOD SERVI				37.82			
	Invoice Net					37.82			
16817 NEW ENGLAND ICE CREAM		00003	598916	INV	02/25/2016	535080	238026		
1 03034309 835001	FOOD SERV	FOOD SERVI				50.42			
	Invoice Net					50.42			
16817 NEW ENGLAND ICE CREAM		00003	598916	INV	02/25/2016	535081	238027		
1 03034309 835001	FOOD SERV	FOOD SERVI				92.86			
	Invoice Net					92.86			
16817 NEW ENGLAND ICE CREAM		00003	598916	INV	02/25/2016	535082	238028		
1 03034309 835001	FOOD SERV	FOOD SERVI				176.90			
	Invoice Net					176.90			
16817 NEW ENGLAND ICE CREAM		00003	598916	INV	02/25/2016	535083	238029		
1 03034309 835001	FOOD SERV	FOOD SERVI				158.74			
	Invoice Net					158.74			
16817 NEW ENGLAND ICE CREAM		00003	598916	INV	02/25/2016	536424	238030		
1 03034309 835001	FOOD SERV	FOOD SERVI				269.47			
	Invoice Net					269.47			
16817 NEW ENGLAND ICE CREAM		00003	598916	INV	02/25/2016	536427	238031		
1 03034309 835001	FOOD SERV	FOOD SERVI				139.25			
	Invoice Net					139.25			
16817 NEW ENGLAND ICE CREAM		00003	598916	INV	02/25/2016	536430	238032		
1 03034309 835001	FOOD SERV	FOOD SERVI				87.89			
	Invoice Net					87.89			
16817 NEW ENGLAND ICE CREAM		00003	598916	INV	02/25/2016	536433	238033		
1 03034309 835001	FOOD SERV	FOOD SERVI				49.57			
	Invoice Net					49.57			
16817 NEW ENGLAND ICE CREAM		00003	598916	INV	02/25/2016	536436	238035		
1 03034309 835001	FOOD SERV	FOOD SERVI				62.85			
	Invoice Net					62.85			
16817 NEW ENGLAND ICE CREAM		00003	598916	INV	02/25/2016	536437	238036		
1 03034309 835001	FOOD SERV	FOOD SERVI				24.86			
	Invoice Net					24.86			

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PRELIMINARY DETAIL INVOICE LIST

CASH ACCOUNT: 0000 1010 POOLED CASH WARRANT: 16129 02/25/2016

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
16817	NEW ENGLAND ICE CREAM	00003	598916	INV	02/25/2016	536438	238038		
	1 03034309 835001	FOOD SERV	FOOD SERVI			49.72			
		Invoice Net				49.72			
16817	NEW ENGLAND ICE CREAM	00003	598916	INV	02/25/2016	538444	239132		
	1 03034309 835001	FOOD SERV	FOOD SERVI			156.23			
		Invoice Net				156.23			
16817	NEW ENGLAND ICE CREAM	00003	598916	INV	02/25/2016	538445	239133		
	1 03034309 835001	FOOD SERV	FOOD SERVI			158.58			
		Invoice Net				158.58			
16817	NEW ENGLAND ICE CREAM	00003	598916	INV	02/25/2016	538446	239134		
	1 03034309 835001	FOOD SERV	FOOD SERVI			50.25			
		Invoice Net				50.25			
16817	NEW ENGLAND ICE CREAM	00003	598916	INV	02/25/2016	538447	239135		
	1 03034309 835001	FOOD SERV	FOOD SERVI			62.68			
		Invoice Net				62.68			
16817	NEW ENGLAND ICE CREAM	00003	598916	INV	02/25/2016	538448	239136		
	1 03034309 835001	FOOD SERV	FOOD SERVI			62.68			
		Invoice Net				62.68			
16817	NEW ENGLAND ICE CREAM	00003	598916	INV	02/25/2016	538449	239137		
	1 03034309 835001	FOOD SERV	FOOD SERVI			50.25			
		Invoice Net				50.25			
16817	NEW ENGLAND ICE CREAM	00003	598916	INV	02/25/2016	538450	239138		
	1 03034309 835001	FOOD SERV	FOOD SERVI			50.25			
		Invoice Net				50.25			
16817	NEW ENGLAND ICE CREAM	00003	598916	INV	02/25/2016	538451	239139		
	1 03034309 835001	FOOD SERV	FOOD SERVI			50.25			
		Invoice Net				50.25			
16817	NEW ENGLAND ICE CREAM	00003	598916	INV	02/25/2016	538453	239140		
	1 03034309 835001	FOOD SERV	FOOD SERVI			75.11			
		Invoice Net				75.11			
16817	NEW ENGLAND ICE CREAM	00003	598916	INV	02/25/2016	540731	239141		
	1 03034309 835001	FOOD SERV	FOOD SERVI			330.20			
		Invoice Net				330.20			
16817	NEW ENGLAND ICE CREAM	00003	598916	INV	02/25/2016	540789	239142		
	1 03034309 835001	FOOD SERV	FOOD SERVI			360.84			
		Invoice Net				360.84			
16817	NEW ENGLAND ICE CREAM	00003	598916	INV	02/25/2016	540802	239143		
	1 03034309 835001	FOOD SERV	FOOD SERVI			198.32			
		Invoice Net				198.32			
16817	NEW ENGLAND ICE CREAM	00003	598916	INV	02/25/2016	541392	239144		
	1 03034309 835001	FOOD SERV	FOOD SERVI			310.85			
		Invoice Net				310.85			
16817	NEW ENGLAND ICE CREAM	00003	598916	INV	02/25/2016	541395	239145		
	1 03034309 835001	FOOD SERV	FOOD SERVI			249.35			
		Invoice Net				249.35			
16817	NEW ENGLAND ICE CREAM	00003	598916	INV	02/25/2016	541404	239146		
	1 03034309 835001	FOOD SERV	FOOD SERVI			50.25			
		Invoice Net				50.25			

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CASH ACCOUNT: 0000 1010 POOLED CASH WARRANT: 16129 02/25/2016

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT		DOCUMENT	VOUCHER	CHECK
16817	NEW ENGLAND ICE CREAM	00003	598916	INV	02/25/2016	541406		239147		
	1 03034309 835001	FOOD SERV	FOOD SERVI			62.85				
		Invoice Net				62.85				
16817	NEW ENGLAND ICE CREAM	00003	598916	INV	02/25/2016	541407		239148		
	1 03034309 835001	FOOD SERV	FOOD SERVI			50.25				
		Invoice Net				50.25				
16817	NEW ENGLAND ICE CREAM	00003	598916	INV	02/25/2016	541408		239149		
	1 03034309 835001	FOOD SERV	FOOD SERVI			50.07				
		Invoice Net				50.07				
16817	NEW ENGLAND ICE CREAM	00003	598916	INV	02/25/2016	541410		239150		
	1 03034309 835001	FOOD SERV	FOOD SERVI			50.07				
		Invoice Net				50.07				
16817	NEW ENGLAND ICE CREAM	00003	598916	INV	02/25/2016	541411		239151		
	1 03034309 835001	FOOD SERV	FOOD SERVI			50.07				
		Invoice Net				50.07				
16817	NEW ENGLAND ICE CREAM	00003	598916	INV	02/25/2016	541412		239152		
	1 03034309 835001	FOOD SERV	FOOD SERVI			75.28				
		Invoice Net				75.28				
						CHECK TOTAL	5,004.33			----------
73183	NEW ENGLAND SCHOOL SER	00000	686316	INV	02/25/2016	B1638		239121		
	1 02756960 84306 4220	FAC MAINT	CARPENTRY			386.40				
		Invoice Net				386.40				
						CHECK TOTAL	386.40			----------
28922	NEW YORK TIMES	00001	10926316	INV	02/25/2016	1/11/16-2/07/16		238665		
	1 02016563 85106 2410	LIBRARY/ME	TEXTBOOKS			12.00				
		Invoice Net				12.00				
						CHECK TOTAL	12.00			----------
31072	THE NEW YORKER	00002	11119116	INV	02/25/2016	SUBSCRIPTION-NE		239170		
	1 02306740 85106 2410	C&I ENGLIS	TEXTBOOKS			6.00				
		Invoice Net				6.00				
31072	THE NEW YORKER	00002	11119116	INV	02/25/2016	SUBSCRIPTION -LG		239171		
	1 02306740 85106 2410	C&I ENGLIS	TEXTBOOKS			6.00				
		Invoice Net				6.00				
						CHECK TOTAL	12.00			----------
26908	NORTHEAST CUTLERY	00000	599716	INV	02/25/2016	666707		238039		
	1 03034309 865000	FOOD SERV	FOOD SERV/			36.00				
		Invoice Net				36.00				
26908	NORTHEAST CUTLERY	00000	599716	INV	02/25/2016	666708		238040		
	1 03034309 865000	FOOD SERV	FOOD SERV/			18.00				
		Invoice Net				18.00				
26908	NORTHEAST CUTLERY	00000	599716	INV	02/25/2016	670742		239153		
	1 03034309 865000	FOOD SERV	FOOD SERV/			36.00				
		Invoice Net				36.00				
26908	NORTHEAST CUTLERY	00000	599716	INV	02/25/2016	670743		239154		

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT		DOCUMENT	VOUCHER	CHECK
	1 03034309 865000			FOOD SERV	FOOD SERV/	18.00				
				Invoice Net		18.00				
					CHECK TOTAL		108.00			----------
23776	OIG		00000	11113516	INV 02/25/2016	05112		238094		
	1 02606575 87202	2357		MEMBERSHIP	TRAINING	150.00				
				Invoice Net		150.00				
					CHECK TOTAL		150.00			----------
30405	PEMBER,CARA		00000		INV 02/25/2016	10478		237826		
	1 02026635 83804	3510		ATH/G/BB	ATHLETIC	78.00				
				Invoice Net		78.00				
					CHECK TOTAL		78.00			----------
73402	J. W. PEPPER & SON, IN		00000	11108916	INV 02/25/2016	01P71102		239097		
	1 02546755 85103	2415		VISUAL/PER	INSTRUCT	87.99				
				Invoice Net		87.99				
					CHECK TOTAL		87.99			----------
15550	PEPSI-COLA COMPANY		00000	660616	INV 02/25/2016	24271018		238041		
	1 03034309 835001			FOOD SERV	FOOD SERVI	281.05				
				Invoice Net		281.05				
15550	PEPSI-COLA COMPANY		00000	660616	INV 02/25/2016	28790120		238042		
	1 03034309 835001			FOOD SERV	FOOD SERVI	476.18				
				Invoice Net		476.18				
					CHECK TOTAL		757.23			----------
73408	PERKINS SCH FOR BLIND		00000	7691816	INV 02/25/2016	049174		238186		
	1 02456848 83201	9300		TUITION DY	TUITION	9,349.50				
				Invoice Net		9,349.50				
73408	PERKINS SCH FOR BLIND		00000	7675216	INV 02/25/2016	049177		238187		
	1 02456848 83201	9300		TUITION DY	TUITION	10,517.80				
				Invoice Net		10,517.80				
73408	PERKINS SCH FOR BLIND		00000	7675216	INV 02/25/2016	JAN.2016-AV		238188		
	1 02456848 83201	9300		TUITION DY	TUITION	700.16				
				Invoice Net		700.16				
73408	PERKINS SCH FOR BLIND		00000	7672816	INV 02/25/2016	049106		238189		
	1 02456848 83201	9300		TUITION DY	TUITION	12,851.60				
				Invoice Net		12,851.60				
73408	PERKINS SCH FOR BLIND		00000	7670516	INV 02/25/2016	049051		238190		
	1 02456848 83201	9300		TUITION DY	TUITION	12,851.60				
				Invoice Net		12,851.60				
73408	PERKINS SCH FOR BLIND		00000	7670516	INV 02/25/2016	JAN.2016-EF		238191		
	1 02456848 83201	9300		TUITION DY	TUITION	856.80				
				Invoice Net		856.80				
					CHECK TOTAL		47,127.46			----------
20148	PERKINS SCHOOL		00000	7668516	INV 02/25/2016	IVC054923		238185		

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
	1 02456851 83201 9300	OOD RESIDE		TUITION		5,387.49			
		Invoice Net				5,387.49			
						CHECK TOTAL 5,387.49			----------
29937	PLUMBERS' SUPPLY COMPA	00001	651016	CRM	02/25/2016	15160724-00	238593		
	1 02756960 84303 4220	FAC MAINT		PLUMBING		-1,455.18			
		Invoice Net				-1,455.18			
29937	PLUMBERS' SUPPLY COMPA	00001	651016	INV	02/25/2016	15160722-00	238600		
	1 02756960 84303 4220	FAC MAINT		PLUMBING		121.36			
		Invoice Net				121.36			
29937	PLUMBERS' SUPPLY COMPA	00001	651016	INV	02/25/2016	15160806-00	238602		
	1 02756960 84303 4220	FAC MAINT		PLUMBING		196.68			
		Invoice Net				196.68			
29937	PLUMBERS' SUPPLY COMPA	00001	651016	INV	02/25/2016	15161201-00	238603		
	1 02756960 84303 4220	FAC MAINT		PLUMBING		186.18			
		Invoice Net				186.18			
29937	PLUMBERS' SUPPLY COMPA	00001	651016	INV	02/25/2016	15161430-00	238604		
	1 02756960 84303 4220	FAC MAINT		PLUMBING		40.64			
		Invoice Net				40.64			
29937	PLUMBERS' SUPPLY COMPA	00001	651016	INV	02/25/2016	15161706-00	238605		
	1 02756960 84303 4220	FAC MAINT		PLUMBING		25.92			
		Invoice Net				25.92			
29937	PLUMBERS' SUPPLY COMPA	00001	651016	INV	02/25/2016	15161761-00	238607		
	1 02756960 84303 4220	FAC MAINT		PLUMBING		238.36			
		Invoice Net				238.36			
29937	PLUMBERS' SUPPLY COMPA	00001	651016	INV	02/25/2016	15161854-00	238609		
	1 02756960 84303 4220	FAC MAINT		PLUMBING		62.32			
		Invoice Net				62.32			
29937	PLUMBERS' SUPPLY COMPA	00001	651016	INV	02/25/2016	15162111-00	238610		
	1 02756960 84303 4220	FAC MAINT		PLUMBING		9.28			
		Invoice Net				9.28			
29937	PLUMBERS' SUPPLY COMPA	00001	651016	INV	02/25/2016	15162120-00	238611		
	1 02756960 84303 4220	FAC MAINT		PLUMBING		91.74			
		Invoice Net				91.74			
29937	PLUMBERS' SUPPLY COMPA	00001	651016	INV	02/25/2016	15162126-00	238612		
	1 02756960 84303 4220	FAC MAINT		PLUMBING		66.99			
		Invoice Net				66.99			
29937	PLUMBERS' SUPPLY COMPA	00001	651016	INV	02/25/2016	15162639-00	238613		
	1 02756960 84303 4220	FAC MAINT		PLUMBING		64.96			
		Invoice Net				64.96			
29937	PLUMBERS' SUPPLY COMPA	00001	651016	INV	02/25/2016	15163218-00	238614		
	1 02756960 84303 4220	FAC MAINT		PLUMBING		37.88			
		Invoice Net				37.88			
29937	PLUMBERS' SUPPLY COMPA	00001	651016	INV	02/25/2016	15163283-00	238615		
	1 02756960 84303 4220	FAC MAINT		PLUMBING		53.91			
		Invoice Net				53.91			
29937	PLUMBERS' SUPPLY COMPA	00001	651016	INV	02/25/2016	15163325-00	238617		
	1 02756960 84303 4220	FAC MAINT		PLUMBING		58.41			
		Invoice Net				58.41			

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CASH ACCOUNT: 0000 1010 POOLED CASH WARRANT: 16129 02/25/2016

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT		DOCUMENT	VOUCHER	CHECK
29937	PLUMBERS' SUPPLY COMPA	00001	651016	INV	02/25/2016	15163264-00		238618		
	1 02756960 84303 4220	FAC MAINT	PLUMBING			22.50				
		Invoice Net				22.50				
29937	PLUMBERS' SUPPLY COMPA	00001	651016	INV	02/25/2016	15163403-00		238619		
	1 02756960 84303 4220	FAC MAINT	PLUMBING			15.04				
		Invoice Net				15.04				
29937	PLUMBERS' SUPPLY COMPA	00001	651016	INV	02/25/2016	15163406-00		238621		
	1 02756960 84303 4220	FAC MAINT	PLUMBING			37.76				
		Invoice Net				37.76				
29937	PLUMBERS' SUPPLY COMPA	00001	651016	INV	02/25/2016	15163428-00		238623		
	1 02756960 84303 4220	FAC MAINT	PLUMBING			11.40				
		Invoice Net				11.40				
29937	PLUMBERS' SUPPLY COMPA	00001	651016	INV	02/25/2016	15163755-00		238625		
	1 02756960 84303 4220	FAC MAINT	PLUMBING			153.31				
		Invoice Net				153.31				
29937	PLUMBERS' SUPPLY COMPA	00001	651016	INV	02/25/2016	15163766-00		238627		
	1 02756960 84303 4220	FAC MAINT	PLUMBING			284.61				
		Invoice Net				284.61				
29937	PLUMBERS' SUPPLY COMPA	00001	651016	INV	02/25/2016	15163838-00		238629		
	1 02756960 84303 4220	FAC MAINT	PLUMBING			38.92				
		Invoice Net				38.92				
29937	PLUMBERS' SUPPLY COMPA	00001	651016	INV	02/25/2016	15163839-00		238631		
	1 02756960 84303 4220	FAC MAINT	PLUMBING			113.50				
		Invoice Net				113.50				
29937	PLUMBERS' SUPPLY COMPA	00001	651016	INV	02/25/2016	15164000-00		238633		
	1 02756960 84303 4220	FAC MAINT	PLUMBING			25.86				
		Invoice Net				25.86				
						CHECK TOTAL	502.35			----------
31930	PROMETHEAN,INC	00000	11093816	INV	02/25/2016	200/60171933		238683		
	1 02516730 85103 2415	C&I WORLD	INSTRUCT			158.72				
		Invoice Net				158.72				
						CHECK TOTAL	158.72			----------
73559	PSYCHIATRIC EDUC SVC	00000	7684616	INV	02/25/2016	11-12		238312		
	1 02456803 83101 2310	SPED/TUTOR	PROF TECH			156.25				
		Invoice Net				156.25				
73559	PSYCHIATRIC EDUC SVC	00000	7684616	INV	02/25/2016	11-13		238313		
	1 02456803 83101 2310	SPED/TUTOR	PROF TECH			156.25				
		Invoice Net				156.25				
						CHECK TOTAL	312.50			----------
28686	QAMA, LLC	00000	11121216	INV	02/25/2016	CALCULATORS (12)		238850		
	1 02426715 85103 2415	C&I SCIENC	INSTRUCT			253.48				
		Invoice Net				253.48				
						CHECK TOTAL	253.48			----------
28341	QUINNEY, LAURA	00000	11106316	INV	02/25/2016	GREAT AMCAN POETS		238100		

TOWN OF ARLINGTON

PRELIMINARY DETAIL INVOICE LIST

CASH ACCOUNT: 0000 1010 POOLED CASH WARRANT: 16129 02/25/2016

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
	1 1336770 81112 6200			ADULT ED	INSTRUCT	100.00			
				Invoice Net		100.00			
					CHECK TOTAL	100.00			----------
11938	RICOH USA, INC.		00001	11024916	INV 02/25/2016	1060768961	239172		
	1 02156506 85101 2430			ELEM EDUC	REPRO SUPP	26.00			
				Invoice Net		26.00			
					CHECK TOTAL	26.00			----------
31955	ROLLER PALACE INC		00000	11080816	INV 02/25/2016	FIELD TRIP 2/17/16	238851		
	1 15122160 83302 3520			HARDY	FIELD TRIP	400.00			
				Invoice Net		400.00			
31955	ROLLER PALACE INC		00000	11080916	INV 02/25/2016	FIELD TRIP 2/18/16	238852		
	1 15123160 83302 3520			THOMPSON	FIELD TRIP	400.00			
				Invoice Net		400.00			
					CHECK TOTAL	800.00			----------
23093	A. RUSSO & SONS, INC.		00000	11006316	INV 02/25/2016	165850	238081		
	1 15122260 84902 3520			HARDY GEN	HARDY FOOD	98.00			
				Invoice Net		98.00			
23093	A. RUSSO & SONS, INC.		00000	11006316	INV 02/25/2016	170231	239103		
	1 15122260 84902 3520			HARDY GEN	HARDY FOOD	155.00			
				Invoice Net		155.00			
					CHECK TOTAL	253.00			----------
24874	SAL'S PIZZA		00000	600016	INV 02/25/2016	14334	238043		
	1 03034309 835001			FOOD SERV	FOOD SERVI	107.10			
				Invoice Net		107.10			
24874	SAL'S PIZZA		00000	600016	INV 02/25/2016	14335	238044		
	1 03034309 835001			FOOD SERV	FOOD SERVI	142.80			
				Invoice Net		142.80			
24874	SAL'S PIZZA		00000	600016	INV 02/25/2016	14336	238045		
	1 03034309 835001			FOOD SERV	FOOD SERVI	107.10			
				Invoice Net		107.10			
24874	SAL'S PIZZA		00000	600016	INV 02/25/2016	14337	238047		
	1 03034309 835001			FOOD SERV	FOOD SERVI	71.40			
				Invoice Net		71.40			
24874	SAL'S PIZZA		00000	600016	INV 02/25/2016	14338	238048		
	1 03034309 835001			FOOD SERV	FOOD SERVI	71.40			
				Invoice Net		71.40			
24874	SAL'S PIZZA		00000	600016	INV 02/25/2016	14339	238049		
	1 03034309 835001			FOOD SERV	FOOD SERVI	107.10			
				Invoice Net		107.10			
24874	SAL'S PIZZA		00000	600016	INV 02/25/2016	14340	238050		
	1 03034309 835001			FOOD SERV	FOOD SERVI	107.10			
				Invoice Net		107.10			
					CHECK TOTAL	714.00			----------

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PRELIMINARY DETAIL INVOICE LIST

CASH ACCOUNT: 0000 1010 POOLED CASH WARRANT: 16129 02/25/2016

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
31939	SAMARITANS,INC	00000	11099516	INV	02/25/2016	CONTRIBUTION 1/28/16	238199		
	1 1952 84000		TRANSCRIPT	MISC EXPEN		250.00			
			Invoice Net			250.00			
						CHECK TOTAL 250.00			----------
73185	SCHOOL SPECIALTY, INC.	00006	65032716	ACI	02/25/2016	A308102398530	237776		
	1 02066506 85103 2415		ELEM EDUC	INSTRUCT		945.37			
	2 18406506 85103 2415		ELEM ED	INSTRUCT		945.37			
			Invoice Net			1,890.74			
73185	SCHOOL SPECIALTY, INC.	00006	65029216	ACI	02/25/2016	A208115582681	238674		
	1 02426715 85103 2415		C&I SCIENC	INSTRUCT		656.21			
			Invoice Net			656.21			
73185	SCHOOL SPECIALTY, INC.	00006	65031816	ACI	02/25/2016	A208115700894	238677		
	1 02426715 85103 2415		C&I SCIENC	INSTRUCT		99.96			
			Invoice Net			99.96			
73185	SCHOOL SPECIALTY, INC.	00006	65033316	ACI	02/25/2016	A208115818545	238853		
	1 02096506 85103 2415		ELEM EDUC	INSTRUCT		37.51			
			Invoice Net			37.51			
73185	SCHOOL SPECIALTY, INC.	00006	65033116	ACI	02/25/2016	A208115818305	239102		
	1 02186506 85103 2415		ELEM EDUC	INSTRUCT		26.76			
			Invoice Net			26.76			
						CHECK TOTAL 2,711.18			----------
73818	SCHOOLS FOR CHILDREN,	00000	7692816	INV	02/25/2016	120001	238192		
	1 02456848 83201 9300		TUITION DY	TUITION		3,195.00			
			Invoice Net			3,195.00			
73818	SCHOOLS FOR CHILDREN,	00000	7690216	INV	02/25/2016	119907	238194		
	1 02456848 83201 9300		TUITION DY	TUITION		6,767.04			
			Invoice Net			6,767.04			
73818	SCHOOLS FOR CHILDREN,	00000	7670116	INV	02/25/2016	119866	238195		
	1 02456848 83201 9300		TUITION DY	TUITION		4,060.23			
			Invoice Net			4,060.23			
73818	SCHOOLS FOR CHILDREN,	00000	7688216	INV	02/25/2016	120000	239163		
	1 02456848 83201 9300		TUITION DY	TUITION		6,745.00			
			Invoice Net			6,745.00			
						CHECK TOTAL 20,767.27			----------
31963	SCOTT, JULIAN	00000		INV	02/25/2016	10421	237830		
	1 02026622 83804 3510		ATHL/BASKB	ATHLETIC		78.00			
			Invoice Net			78.00			
						CHECK TOTAL 78.00			----------
73852	SEEM COLLABORATIVE	00000	7687316	INV	02/25/2016	59570	238065		
	1 02456821 83101 2320		SPED/CLINI	PROF TECH		1,652.00			
			Invoice Net			1,652.00			
73852	SEEM COLLABORATIVE	00000	7669916	INV	02/25/2016	59265	238196		
	1 02456848 83201 9400		TUITION DY	TUITION		5,219.30			
			Invoice Net			5,219.30			

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PRELIMINARY DETAIL INVOICE LIST

CASH ACCOUNT: 0000 1010 POOLED CASH WARRANT: 16129 02/25/2016

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT		DOCUMENT	VOUCHER	CHECK
73852	SEEM COLLABORATIVE	00000	7671516	INV	02/25/2016	59266		238197		
	1 02456848 83201 9400	TUITION DY		TUITION		5,219.30				
		Invoice Net				5,219.30				
73852	SEEM COLLABORATIVE	00000	7678416	INV	02/25/2016	59816		238315		
	1 02456821 83101 2320	SPED/CLINI		PROF TECH		88.50				
		Invoice Net				88.50				
						CHECK TOTAL	12,179.10			----------
28807	SEVEN HILLS PEDIATRIC	00000	7667916	INV	02/25/2016	09-123055		238316		
	1 02456851 83201 9300	OOD RESIDE		TUITION		3,493.91				
		Invoice Net				3,493.91				
						CHECK TOTAL	3,493.91			----------
16021	SHEERAN, MICHAEL	00000		INV	02/25/2016	10446		238790		
	1 02026626 83804 3510	ATHL/HOCKE		ATHLETIC		78.00				
		Invoice Net				78.00				
						CHECK TOTAL	78.00			----------
32014	SILVA, LISA	00000		INV	02/25/2016	10283		239091		
	1 02026635 83804 3510	ATH/G/BB		ATHLETIC		56.00				
		Invoice Net				56.00				
						CHECK TOTAL	56.00			----------
23295	SPECTOR, LEN	00000		INV	02/25/2016	10289		237833		
	1 02026622 83804 3510	ATHL/BASKB		ATHLETIC		56.00				
		Invoice Net				56.00				
						CHECK TOTAL	56.00			----------
74061	STONEMAN, CHANDLER & M	00001	654116	INV	02/25/2016	ARLING 3-41949		238082		
	1 02456866 83102 1430	LEGAL SPED		LEGAL SERV		3,025.80				
		Invoice Net				3,025.80				
						CHECK TOTAL	3,025.80			----------
74062	AHOLD FINANCIAL SERVIC	00001	11006616	INV	02/25/2016	228960		237777		
	1 15122260 84902 3520	HARDY GEN		HARDY FOOD		141.88				
		Invoice Net				141.88				
74062	AHOLD FINANCIAL SERVIC	00001	10973716	INV	02/25/2016	228953		238084		
	1 02016518 85103 2415	FAM/CONS S		INSTRUCT		27.90				
		Invoice Net				27.90				
74062	AHOLD FINANCIAL SERVIC	00001	11006516	INV	02/25/2016	115689		238202		
	1 15123260 84902 3520	AFT SCH		FOOD SUPPL		89.27				
		Invoice Net				89.27				
74062	AHOLD FINANCIAL SERVIC	00001	7684716	INV	02/25/2016	228911		238317		
	1 02456815 84902 2430	SPED/CONS		FOOD		47.11				
		Invoice Net				47.11				
74062	AHOLD FINANCIAL SERVIC	00001	7684716	INV	02/25/2016	228941		238318		
	1 02456815 84902 2430	SPED/CONS		FOOD		61.80				
		Invoice Net				61.80				

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CASH ACCOUNT: 0000 1010 POOLED CASH WARRANT: 16129 02/25/2016

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
						CHECK TOTAL 367.96			----------
21654	STREITBURGER, JAN		00000 11014016	INV	02/25/2016	1252	238083		
	1 1336770 83406	6200	ADULT ED	PROMO SVC		500.00			
			Invoice Net			500.00			
						CHECK TOTAL 500.00			----------
32019	TAMANG,KRITI		00000 11122716	INV	02/25/2016	STUDNT AIDE9/28-11/6	239173		
	1 1336770 81202	6200	ADULT ED	TEMP SAL		94.50			
			Invoice Net			94.50			
						CHECK TOTAL 94.50			----------
31954	TAMS-WITMARK MUSIC LIB		00000 11109816	INV	02/25/2016	T90750	238085		
	1 201 84000		GILBERT &	MISC		24.00			
			Invoice Net			24.00			
						CHECK TOTAL 24.00			----------
22736	THURSTON FOODS		00000 598616	INV	02/25/2016	565645	238052		
	1 03034309 835001		FOOD SERV	FOOD SERVI		699.84			
			Invoice Net			699.84			
22736	THURSTON FOODS		00000 598616	INV	02/25/2016	569541	238053		
	1 03034309 835001		FOOD SERV	FOOD SERVI		1,058.70			
			Invoice Net			1,058.70			
22736	THURSTON FOODS		00000 598616	INV	02/25/2016	567009	238054		
	1 03034309 835001		FOOD SERV	FOOD SERVI		681.94			
			Invoice Net			681.94			
22736	THURSTON FOODS		00000 598616	INV	02/25/2016	569543	238056		
	1 03034309 835001		FOOD SERV	FOOD SERVI		746.49			
			Invoice Net			746.49			
22736	THURSTON FOODS		00000 598616	INV	02/25/2016	569544	238059		
	1 03034309 835001		FOOD SERV	FOOD SERVI		432.18			
			Invoice Net			432.18			
22736	THURSTON FOODS		00000 10973816	INV	02/25/2016	558534	238087		
	1 02016518 85103	2415	FAM/CONS S	INSTRUCT		154.03			
			Invoice Net			154.03			
22736	THURSTON FOODS		00000 10973816	INV	02/25/2016	554320	238088		
	1 02016518 85103	2415	FAM/CONS S	INSTRUCT		350.53			
			Invoice Net			350.53			
22736	THURSTON FOODS		00000 10973816	INV	02/25/2016	558535	238089		
	1 02016518 85103	2415	FAM/CONS S	INSTRUCT		60.35			
			Invoice Net			60.35			
22736	THURSTON FOODS		00000 10973816	INV	02/25/2016	557317	238090		
	1 02016518 85103	2415	FAM/CONS S	INSTRUCT		239.17			
			Invoice Net			239.17			
22736	THURSTON FOODS		00000 598616	INV	02/25/2016	573265	239155		
	1 03034309 835001		FOOD SERV	FOOD SERVI		757.47			
			Invoice Net			757.47			
22736	THURSTON FOODS		00000 598616	INV	02/25/2016	573264	239156		

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PRELIMINARY DETAIL INVOICE LIST

CASH ACCOUNT: 0000 1010 POOLED CASH WARRANT: 16129 02/25/2016

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
	1 03034309 835001		FOOD SERV	FOOD SERVI		530.37			
			Invoice Net			530.37			
22736	THURSTON FOODS		00000 11006216	INV	02/25/2016	571178	239177		
	1 15123260 84902	3520	AFT SCH	FOOD SUPPL		494.47			
			Invoice Net			494.47			
						CHECK TOTAL 6,205.54			----------
22736	THURSTON FOODS		00000 11081216	INV	02/25/2016	548574	238086		
	1 15124145 84902	3520	THOMPSON	FOOD SUPPL		228.95			
			Invoice Net			228.95			
						CHECK TOTAL 228.95			----------
22736	THURSTON FOODS		00000 11006116	INV	02/25/2016	570169	238091		
	1 15122260 84902	3520	HARDY GEN	HARDY FOOD		678.76			
			Invoice Net			678.76			
						CHECK TOTAL 678.76			----------
31948	TOWNE, SUSAN J.		00000 7692416	INV	02/25/2016	OT SVCS 2/2 +2/11/16	238326		
	1 02456812 83101	2320	SPED/PT	PROF TECH		170.00			
			Invoice Net			170.00			
						CHECK TOTAL 170.00			----------
19095	TRANSCANADA POWER MARK		00000 654616	INV	02/25/2016	5103245	238092		
	1 02756960 82103	4130	FAC MAINT	POWER ELEC		37,038.35			
			Invoice Net			37,038.35			
						CHECK TOTAL 37,038.35			----------
20728	TRICON SPORTS, INC		00000 11127716	INV	02/25/2016	11238	239174		
	1 02026632 85104	3510	ATH/TENNIS	ATHL SUPPL		782.88			
	2 02026647 85104	3510	ATH/G/TNIS	ATHL SUPPL		782.88			
			Invoice Net			1,565.76			
20728	TRICON SPORTS, INC		00000 11097616	INV	02/25/2016	11164	239175		
	1 02026642 85104	3510	ATH/G/LCRS	ATHL SUPPL		2,299.25			
			Invoice Net			2,299.25			
20728	TRICON SPORTS, INC		00000 11030716	INV	02/25/2016	10301	239176		
	1 02026628 85104	3510	ATHL/LACRO	ATHL SUPPL		2,849.25			
			Invoice Net			2,849.25			
						CHECK TOTAL 6,714.26			----------
74298	TURF EQUIPMENT COMPANY		00000 651216	INV	02/25/2016	17073	239123		
	1 02756965 84321	4110	CUSTODIAL	EQUIP MAIN		141.35			
			Invoice Net			141.35			
74298	TURF EQUIPMENT COMPANY		00000 651216	INV	02/25/2016	17275	239124		
	1 02756965 84321	4110	CUSTODIAL	EQUIP MAIN		451.43			
			Invoice Net			451.43			
						CHECK TOTAL 592.78			----------
74370	PAUL UVA		00000	INV	02/25/2016	10451	238791		

TOWN OF ARLINGTON

PRELIMINARY DETAIL INVOICE LIST

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
	1 02026640 83804 3510			ATH/G/I.H.	ATHLETIC	22.00			
				Invoice Net		22.00			
						CHECK TOTAL 22.00			----------
24685	VELLA, NICHOLAS		00000		INV 02/25/2016	10444	238792		
	1 02026635 83804 3510			ATH/G/BB	ATHLETIC	78.00			
				Invoice Net		78.00			
						CHECK TOTAL 78.00			----------
18655	VERNIER SOFTWARE AND T		00000 11121416		INV 02/25/2016	5203351	238679		
	1 02426715 85103 2415			C&I SCIENC	INSTRUCT	906.25			
				Invoice Net		906.25			
						CHECK TOTAL 906.25			----------
13234	W. B. MASON CO., INC.		00001 11107416		ACI 02/25/2016	I31821521	237778		
	1 18406507 85110 2420			AHS/LANG	EQ INSTRUC	2,513.00			
				Invoice Net		2,513.00			
13234	W. B. MASON CO., INC.		00001 599816		ACI 02/25/2016	I30528737	238060		
	1 03034309 835005			FOOD SERV	FOOD SERV	47.94			
				Invoice Net		47.94			
13234	W. B. MASON CO., INC.		00001 599816		ACI 02/25/2016	I30750438	238061		
	1 03034309 835005			FOOD SERV	FOOD SERV	327.19			
				Invoice Net		327.19			
13234	W. B. MASON CO., INC.		00001 599816		ACI 02/25/2016	I31945314	238062		
	1 03034309 835005			FOOD SERV	FOOD SERV	186.34			
				Invoice Net		186.34			
13234	W. B. MASON CO., INC.		00001 599816		ACI 02/25/2016	I30491253	238063		
	1 03034309 835005			FOOD SERV	FOOD SERV	307.90			
				Invoice Net		307.90			
13234	W. B. MASON CO., INC.		00001 599816		ACI 02/25/2016	CR2715358	238064		
	1 03034309 835005			FOOD SERV	FOOD SERV	-159.56			
				Invoice Net		-159.56			
13234	W. B. MASON CO., INC.		00001 110135		ACI 02/25/2016	I32160799	238200		
	1 1336765 84201 6200			GEN ADMIN	OFFICE	59.58			
				Invoice Net		59.58			
13234	W. B. MASON CO., INC.		00001 110135		ACI 02/25/2016	I32273680	238682		
	1 1336765 84201 6200			GEN ADMIN	OFFICE	15.90			
				Invoice Net		15.90			
13234	W. B. MASON CO., INC.		00001 651316		ACI 02/25/2016	I32332889	238855		
	1 02666920 84201 2430			BUS OFFICE	OFFICE	155.58			
				Invoice Net		155.58			
13234	W. B. MASON CO., INC.		00001 11110016		ACI 02/25/2016	I32271701	239100		
	1 02016566 84201 2210			MMGT PRINC	OFFICE	393.30			
				Invoice Net		393.30			
13234	W. B. MASON CO., INC.		00001 683216		ACI 02/25/2016	I32237418	239125		
	1 02756960 84201 4220			FAC MAINT	OFFICE	37.05			
				Invoice Net		37.05			
13234	W. B. MASON CO., INC.		00001 686416		ACI 02/25/2016	I32334834	239126		

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT		DOCUMENT	VOUCHER	CHECK
	1 02756960 84201	4220		FAC MAINT OFFICE		402.78				
				Invoice Net		402.78				
						CHECK TOTAL	4,287.00			----------
32015	WAITT,JARED		00000		INV 02/25/2016	10355		239092		
	1 02026640 83804	3510		ATH/G/I.H. ATHLETIC		78.00				
	2 02026626 83804	3510		ATHL/HOCKE ATHLETIC		134.00				
				Invoice Net		212.00				
						CHECK TOTAL	212.00			----------
74463	WALSH WILLIAM K.		00000		INV 02/25/2016	10491		237836		
	1 02026626 83804	3510		ATHL/HOCKE ATHLETIC		78.00				
				Invoice Net		78.00				
						CHECK TOTAL	78.00			----------
31008	WEINSTEIN, DEBRA		00000	669716	INV 02/25/2016	REIMN MILEGE 2/10/16		238854		
	1 02666920 87202	1410		BUS OFFICE TRAINING		37.80				
				Invoice Net		37.80				
						CHECK TOTAL	37.80			----------
17188	WHITE, PAUL		00000		INV 02/25/2016	10490		237840		
	1 02026626 83804	3510		ATHL/HOCKE ATHLETIC		78.00				
				Invoice Net		78.00				
						CHECK TOTAL	78.00			----------
29510	WORK OPPORTUNITIES UNL		00000	7681216	INV 02/25/2016	308089		238319		
	1 02456815 83101	2320		SPED/CONS SPED TRANS		2,280.68				
				Invoice Net		2,280.68				
						CHECK TOTAL	2,280.68			----------
379 INVOICES					WARRANT TOTAL	687,193.31	687,193.31			

TOWN OF ARLINGTON

PRELIMINARY WARRANT SUMMARY

WARRANT: 16129 02/25/2016

FUND	ORG		ACCOUNT		AMOUNT	AVLB BUDGET
0200	02016507	SECONDARY EDUCATION	0200-3-01	-6507-01-10-5-02-83201 -9300 HS OUT OF SCHOOL EDUC	450.00	-5,000.00
0200	02016507	SECONDARY EDUCATION	0200-3-01	-6507-01-10-5-02-84201 -2430 OFFICE SUPPLIES	309.95	2,952.13
0200	02016507	SECONDARY EDUCATION	0200-3-01	-6507-01-10-5-02-85101 -2430 REPRO PAPER TONER SUPP	430.22	4,925.05
0200	02016518	FAMILY/CONSUMER SCIENC	0200-3-01	-6518-01-10-5-01-85103 -2415 INSTRUCTIONAL MATERIAL	1,485.75	-6,847.50
0200	02016563	LIBRARY/MEDIA	0200-3-01	-6563-01-10-5-01-84201 -2430 OFFICE SUPPLIES	125.31	1,806.00
0200	02016563	LIBRARY/MEDIA	0200-3-01	-6563-01-10-5-01-85106 -2410 TEXTBOOKS BOOKS PERIOD	611.69	5,454.33
0200	02016566	MMGT SUPER PRINCIPALS	0200-3-01	-6566-01-10-5-07-84201 -2210 OFFICE SUPPLIES	393.30	-587.11
0200	02016960	MISC. MAINTENANCE SUPP	0200-3-4220	-6960-01-28-9-00-84308 -4220 ELECTRICAL SUPPLIES	310.00	.00
0200	02026620	ATHLETICS/ADMIN	0200-3-02	-6620-01-24-9-00-85104 -3510 ATHLETIC SUPPLIES	605.21	.00
0200	02026622	ATHLETICS/BOYS BASKETB	0200-3-02	-6622-01-24-5-00-83804 -3510 ATHLETIC SERVICES	458.00	.00
0200	02026626	ATHLETICS/ICE HOCKEY	0200-3-02	-6626-01-24-5-00-83804 -3510 ATHLETIC SERVICES	909.50	.00
0200	02026628	ATHLETICS/BOYS LACROSS	0200-3-02	-6628-01-24-5-00-85104 -3510 ATHLETIC SUPPLIES	2,849.25	.00
0200	02026632	ATHLETICS/BOYS TENNIS	0200-3-02	-6632-01-24-5-00-85104 -3510 ATHLETIC SUPPLIES	782.88	.00
0200	02026634	ATHLETICS/BOYS WRESTLI	0200-3-02	-6634-01-24-5-00-83804 -3510 ATHLETIC SERVICES	184.00	.00
0200	02026635	ATHLETICS/GIRLS BASKET	0200-3-02	-6635-01-24-5-00-83804 -3510 ATHLETIC SERVICES	515.00	.00
0200	02026639	ATHLETICS/GIRLS GYMNAS	0200-3-02	-6639-01-24-5-00-83804 -3510 ATHLETIC SERVICES	116.50	.00
0200	02026640	ATHLETICS/GIRLS ICE HO	0200-3-02	-6640-01-24-5-00-83804 -3510 ATHLETIC SERVICES	298.50	.00
0200	02026642	ATHLETICS/GIRLS LACROS	0200-3-02	-6642-01-24-5-00-85104 -3510 ATHLETIC SUPPLIES	2,299.25	.00
0200	02026645	ATHLETICS/GIRLS SOFTBA	0200-3-02	-6645-01-24-5-00-85104 -3510 ATHLETIC SUPPLIES	1,146.53	.00
0200	02026646	ATHLETICS/GIRLS SWIMMI	0200-3-02	-6646-01-24-5-00-83804 -3510 ATHLETIC SERVICES	1,181.25	.00
0200	02026647	ATHLETICS/GIRLS TENNIS	0200-3-02	-6647-01-24-5-00-85104 -3510 ATHLETIC SUPPLIES	782.88	.00
0200	02066506	ELEMENTARY EDUCATION	0200-3-06	-6506-06-01-3-00-85103 -2415 INSTRUCTIONAL MATERIAL	945.37	-11,917.80
0200	02096506	ELEMENTARY EDUCATION	0200-3-09	-6506-09-01-3-00-84201 -2430 OFFICE SUPPLIES	205.95	829.34
0200	02096506	ELEMENTARY EDUCATION	0200-3-09	-6506-09-01-3-00-85103 -2415 INSTRUCTIONAL MATERIAL	37.51	-5,799.73
0200	02126506	ELEMENTARY EDUCATION	0200-3-12	-6506-12-01-3-00-85101 -2430 REPRO PAPER TONER SUPP	515.25	3,942.42
0200	02126575	PROFESSIONAL DEVELOPME	0200-3-12	-6575-12-07-3-00-87202 -2357 TRAINING EDUC CONF & A	1,400.00	-1,400.00
0200	02156506	ELEMENTARY EDUCATION	0200-3-15	-6506-15-01-3-00-85101 -2430 REPRO PAPER TONER SUPP	265.85	813.50
0200	02156506	ELEMENTARY EDUCATION	0200-3-15	-6506-15-01-3-00-85106 -2410 HARDY/TEXTBOOKS	1,645.60	1,229.60
0200	02186506	ELEMENTARY EDUCATION	0200-3-18	-6506-18-01-3-00-85103 -2415 INSTRUCTIONAL MATERIAL	26.76	-2,266.95
0200	02216506	ELEMENTARY EDUCATION	0200-3-21	-6506-21-01-3-00-85106 -2410 STRATTON/TEXTBOOKS	1,973.40	-2,776.14
0200	02246506	ELEMENTARY EDUCATION	0200-3-24	-6506-24-01-3-00-85106 -2410 THOMPSON/TEXTBOOKS	328.90	1,269.50
0200	02246575	PROFESSIONAL DEVELOPME	0200-3-24	-6575-24-07-3-00-87202 -2357 TRAINING EDUC CONF & A	200.88	1,475.07
0200	02296581	READING INTERVENTIONS	0200-3-29	-6581-29-32-3-06-85106 -2410 READING INTERV/TEXTBOO	693.00	-1,936.70
0200	02306740	C&I ENGLISH	0200-3-30	-6740-30-01-5-01-83404 -2415 REPRODUCTION/PRINTING	831.18	2,168.82
0200	02306740	C&I ENGLISH	0200-3-30	-6740-30-01-5-01-85106 -2410 TEXTBOOKS BOOKS PERIOD	12.00	13,784.50
0200	02366548	HEALTH/WELLNESS H.S.	0200-3-36	-6548-01-33-5-00-85103 -2415 INSTRUCTIONAL MATERIAL	2,227.00	.00
0200	02426715	C&I SCIENCE	0200-3-42	-6715-01-10-9-00-85103 -2415 INSTRUCTIONAL MATERIAL	3,631.90	4,821.64
0200	02456575	SPED/PROF DEV	0200-3-45	-6575-36-02-3-00-87202 -2357 TRAINING EDUC CONF & A	1,875.00	.00
0200	02456800	PK-SPED	0200-3-45	-6800-45-02-1-05-84201 -2430 OFFICE SUPPLIES	14.45	-200.00
0200	02456803	SPED TUTOR/C.S.	0200-3-45	-6803-36-02-9-00-83101 -2310 PROFESSIONAL TECH SERV	887.50	.00
0200	02456812	SPED/PT SERVICES C.S.	0200-3-45	-6812-36-23-9-00-83101 -2320 PROFESSIONAL TECH SERV	170.00	.00
0200	02456815	SPED/CONSULT/COACHING	0200-3-45	-6815-36-23-9-00-83101 -2320 SPED TRANSISTIONAL SER	2,280.68	.00
0200	02456815	SPED/CONSULT/COACHING	0200-3-45	-6815-36-23-9-00-84902 -2430 FOOD	108.91	.00
0200	02456818	SPED/TEACHER/DEAF C.S.	0200-3-45	-6818-36-02-9-00-83101 -2320 PROFESSIONAL TECH SERV	975.38	.00
0200	02456821	SPED/CLINICAL SUPERV/C	0200-3-45	-6821-36-02-9-00-83101 -2320 PROFESSIONAL TECH SERV	5,523.00	.00
0200	02456830	SPED/MEDICAL	0200-3-45	-6830-36-23-9-00-83101 -2320 PROFESSIONAL TECH SERV	1,120.00	.00
0200	02456842	ADAPTIVE TECHOLOGY	0200-3-45	-6842-45-02-9-06-85103 -2410 INSTRUCTIONAL MATERIAL	119.00	2,381.00
0200	02456845	OUT-OF-DISTRICT/ONE ON	0200-3-45	-6845-36-02-9-00-83201 -9300 OOD/ONE-ON-ONE AIDE	5,393.25	.00
0200	02456848	OUT OF DISTRICT TUITIO	0200-3-45	-6848-45-02-9-05-83201 -9300 OUT OF DISTRICT/DAY TU	206,849.37	-1,586,431.66
0200	02456848	OUT OF DISTRICT TUITIO	0200-3-45	-6848-45-02-9-05-83201 -9400 SPED LABB TUITION	139,641.10	137,984.49

TOWN OF ARLINGTON

PRELIMINARY WARRANT SUMMARY

WARRANT: 16129 02/25/2016

FUND	ORG	ACCOUNT			AMOUNT	AVLB BUDGET
0200	02456851	OUT OF DISTRICT RESIDE	0200-3-45	-6851-36-23-9-00-83201 -9300	TUITION OTHER SCHOOLS	72,656.93	.00
0200	02456857	SPED CONTRACTED SERVIC	0200-3-45	-6857-45-02-9-05-83101 -2310	PROFESSIONAL TECH SERV	412.50	35,608.03
0200	02456857	SPED CONTRACTED SERVIC	0200-3-45	-6857-45-02-9-05-83101 -2330	PROFESSIONAL TECH SERV	638.98	-21,082.10
0200	02456866	LEGAL SERVICES SPECIAL	0200-3-45	-6866-45-23-9-07-83102 -1430	SPED LEGAL SERVICES	3,025.80	75,000.00
0200	02496554	HEALTH SERVICES/NURSIN	0200-3-49	-6554-01-10-9-00-85201 -3200	MEDICAL SURGICAL SUPPL	203.64	-8,105.59
0200	02496945	SW SECONDARY/SCHEDULIN	0200-3-49	-6945-30-09-9-00-85804 -3100	STUDENT DATA SOFTWARE	13,190.00	.00
0200	02516730	C&I WORLD LANGUAGES	0200-3-51	-6730-01-10-9-00-85103 -2415	INSTRUCTIONAL MATERIAL	158.72	21.73
0200	02546755	VISUAL/PERF ARTS SW	0200-3-54	-6755-01-31-9-00-85103 -2415	INSTRUCTIONAL MATERIAL	87.99	.00
0200	02576900	SCHOOL COMMITTEE	0200-3-57	-6900-01-27-9-00-87202 -1110	TRAINING EDUC CONF & A	268.08	111.92
0200	02606575	PROF AFFILIATIONS/MEMB	0200-3-60	-6575-42-29-9-00-87202 -2357	TRAINING EDUC CONF & A	330.00	.00
0200	02606905	LEGAL SERVICE SCHOOL C	0200-3-60	-6905-42-29-9-07-83102 -1430	SCH COMM/LEGAL SERVICE	1,480.50	60,000.00
0200	02606910	SUPERINTENDENT	0200-3-60	-6910-01-29-9-00-83101 -1210	PROFESSIONAL TECH SERV	2,350.00	-41,185.82
0200	02636575	PROF DEV/ASSISTANT SUP	0200-3-63	-6575-34-09-9-00-87202 -2357	TRAINING EDUC CONF & A	1,333.40	.00
0200	02636575	PROF DEV/ASSISTANT SUP	0200-3-63	-6575-34-09-9-00-87301 -2357	PROFESSIONAL AFFLIATIO	215.25	.00
0200	02636935	HUMAN RESOURCES/PRINTI	0200-3-63	-6935-34-09-9-00-81730 -5100	PENSIONS	507.50	.00
0200	02666920	BUSINESS OFFICE	0200-3-66	-6920-01-24-9-07-83404 -1410	REPRODUCTION/PRINTING	320.50	18,991.93
0200	02666920	BUSINESS OFFICE	0200-3-66	-6920-01-24-9-07-83807 -1410	INSURANCE	382.51	-382.51
0200	02666920	BUSINESS OFFICE	0200-3-66	-6920-01-24-9-07-84201 -2430	OFFICE SUPPLIES	155.58	-2,539.85
0200	02666920	BUSINESS OFFICE	0200-3-66	-6920-01-24-9-07-87202 -1410	TRAINING EDUC CONF & A	37.80	-1,399.00
0200	02666948	VOCATIONAL SCHOOL	0200-3-66	-6948-01-24-9-00-83201 -9100	VOCATIONAL SCHOOL TUIT	34,624.00	-34,624.00
0200	02756960	FACILITIES MAINTENANCE	0200-3-75	-6960-49-28-9-08-82103 -4130	POWER ELECTRICITY	78,050.80	-604,116.56
0200	02756960	FACILITIES MAINTENANCE	0200-3-75	-6960-49-28-9-08-82104 -4120	NATURAL GAS	22,699.91	183,636.57
0200	02756960	FACILITIES MAINTENANCE	0200-3-75	-6960-49-28-9-08-82412 -4220	HVAC CONTRACTED SERVIC	1,727.18	-42,417.00
0200	02756960	FACILITIES MAINTENANCE	0200-3-75	-6960-49-28-9-08-82414 -4220	BOILER CONTRACTED SERV	246.00	8,000.00
0200	02756960	FACILITIES MAINTENANCE	0200-3-75	-6960-49-28-9-08-82420 -4220	ELEVATOR MAINTENANCE R	2,394.69	9,000.00
0200	02756960	FACILITIES MAINTENANCE	0200-3-75	-6960-49-28-9-08-83803 -4225	DISTRICT WIDE SECURITY	340.00	-10,000.00
0200	02756960	FACILITIES MAINTENANCE	0200-3-75	-6960-49-28-9-08-84201 -4220	OFFICE SUPPLIES	439.83	179.52
0200	02756960	FACILITIES MAINTENANCE	0200-3-75	-6960-49-28-9-08-84303 -4220	PLUMBING SUPPLIES	697.35	-7,941.85
0200	02756960	FACILITIES MAINTENANCE	0200-3-75	-6960-49-28-9-08-84306 -4220	CARPENTRY SUPPLIES DOO	732.80	-318.79
0200	02756960	FACILITIES MAINTENANCE	0200-3-75	-6960-49-28-9-08-84308 -4220	ELECTRICAL SUPPLIES	40.25	13,344.71
0200	02756960	FACILITIES MAINTENANCE	0200-3-75	-6960-49-28-9-08-84802 -4220	MOTOR VEHICLE REPAIR	727.54	2,320.78
0200	02756965	CUSTODIAL SERVICE	0200-3-75	-6965-49-28-9-08-84321 -4110	EQUIPMENT MAINTENANCE	592.78	420.37
0200	02816970	TRANSPORTATION REGULAR	0200-3-81	-6970-49-10-9-00-84802 -3300	MOTOR VEHICLE REPAIR	2,160.58	-23,104.35
0200	02816970	TRANSPORTATION REGULAR	0200-3-81	-6970-49-10-9-00-85100 -3300	TRANSPORT/UNIFORMS	3,254.91	-3,254.91
0200	02816980	SPED/MILEAGE REIMB	0200-3-81	-6980-36-02-9-00-83301 -3300	CONTRACTED TRANSPORTAT	5,130.00	.00
					FUND TOTAL	647,757.46	
0300	03034309	FOOD SERVICE REVOLVING	0300-3-3400-0800-30-34-9-NM-835000-		FOOD SERV/SW SUPPLIES	180.04	-31,534.35
0300	03034309	FOOD SERVICE REVOLVING	0300-3-3400-0800-30-34-9-NM-835001-		FOOD SERV/SW FOOD	21,368.54	-541,695.10
0300	03034309	FOOD SERVICE REVOLVING	0300-3-3400-0800-30-34-9-NM-835005-		FOOD SERV/OFFICE SUPPL	709.81	-3,692.44
0300	03034309	FOOD SERVICE REVOLVING	0300-3-3400-0800-30-34-9-NM-865000-		FOOD SERV/REPAIR/SERVI	1,777.77	-1,110.75
0300	03034309	FOOD SERVICE REVOLVING	0300-3-3400-0800-30-34-9-NM-865600-		FOOD SERV/SW EQUIPMENT	300.00	-12,068.06
					FUND TOTAL	24,336.16	
0930	0932016	EARLY PARTNERSHIP/VI	0930-3-2300-2016-45-23-3-NM-83101 -2357		SUBCONTRACTS	1,440.00	2,375.00
0930	0932016	EARLY PARTNERSHIP/VI	0930-3-2300-2016-45-23-3-NM-85100 -2410		EDUCATIONAL SUPPLIES	439.26	2,607.74
					FUND TOTAL	1,879.26	

TOWN OF ARLINGTON

PRELIMINARY WARRANT SUMMARY

WARRANT: 16129 02/25/2016

FUND	ORG		ACCOUNT		AMOUNT	AVLB BUDGET
0931	09312016	EARLY CHILDH SPED IMPR	0931-3-2300-2016-45-23-9-NM-83101 -2357	BUILDING BLOCKS CONSUL	600.00	.00
				FUND TOTAL	600.00	
1320	1322016	METCO GRANT	1320-3-2300-2016-45-13-9-NM-83101 -2440	METCO CONTRACTUAL	500.00	9,196.00
1320	1322016	METCO GRANT	1320-3-2300-2016-45-13-9-NM-83301 -3300	CONTRACTED TRANSPORTAT	1,924.00	104.00
				FUND TOTAL	2,424.00	
1330	1336765	COMM ED GENERAL ADMIN	1330-3-2731-6765-01-40-7-NM-84201 -6200	OFFICE SUPPLIES	176.00	-17,591.15
1330	1336770	COMM ED ADULT EDUCATIO	1330-3-2731-6770-01-40-7-NM-81112 -6200	INSTRUCTIONAL SALARIES	744.50	-42,617.45
1330	1336770	COMM ED ADULT EDUCATIO	1330-3-2731-6770-01-40-7-NM-81202 -6200	TEMP SECRETARIAL	94.50	-12,273.87
1330	1336770	COMM ED ADULT EDUCATIO	1330-3-2731-6770-01-40-7-NM-83406 -6200	PROMO WEB/CATALOG/AD	500.00	-3,050.00
				FUND TOTAL	1,515.00	
1512	15122160	HARDY	1512-3-2300-0000-15-1 -3-NM-83302 -3520	FIELD TRIPS HARDY	908.25	-3,823.24
1512	15122260	HARDY GENERAL SUPPLIES	1512-3-2300-0025-15-5 -3-NM-84902 -3520	HARDY FOOD	1,073.64	-18,686.29
1512	15123160	THOMPSON AFTER SCHOOL	1512-3-2300-0251-24-0 -3-NM-83302 -3520	THOMPSON FIELD TRIPS	940.15	-3,755.14
1512	15123260	THOMPSON AFTER SCHOOL	1512-3-2300-OR -15-6 -3-NM-84902 -3520	THOMPSON FOOD SUPPLIES	583.74	-25,478.26
1512	15124145	OTTOSON	1512-3-24 -OR -24-9 -3-NM-84902 -3520	FOOD SUPPLIES	228.95	-65,398.41
				FUND TOTAL	3,734.73	
1690	169	BILL'S BOOKS (THOMPSON	1690-3-2735-OSR -03-00-4-NM-85106 -2410	TEXTBOOKS BOOKS PERIOD	964.33	-8,590.23
				FUND TOTAL	964.33	
1840	18406506	ELEM EDUCATION	1840-3-29 -6506-29-24-3-00-85103 -2415	INSTRUCTIONAL MATERIAL	945.37	.00
1840	18406507	AHS/FOREIGN LONG	1840-3-51 -6507-01-24-5-00-85110 -2420	INSTRUCTION EQUIPMENT	2,513.00	.00
				FUND TOTAL	3,458.37	
1950	1952	TRANSCRIPTS	1950-3-0046-OR -69-10-0-NM-84000 -	MISC EXPENSES	250.00	-8,212.51
1950	1954	HEALTH ED	1950-3-0034-OR -69-10-0-NM-84000 -	MISC EXPENSES	250.00	4,859.01
				FUND TOTAL	500.00	
2010	201	GILBERT & SULLIVAN PER	2010-3-0056-OR -69-31-0-NM-84000 -	MISC	24.00	-12,067.52
				FUND TOTAL	24.00	
				WARRANT SUMMARY TOTAL	687,193.31	
				GRAND TOTAL	687,193.31	

TOWN OF ARLINGTON

PRELIMINARY WARRANT LIST BY VOUCHER

WARRANT: 16129 02/25/2016

VOUCHER	VENDOR	VENDOR NAME	DOCUMENT	PO	TYPE	DUE DATE	AMOUNT	COMMENT

** END OF REPORT - Generated by Steve Walenski **

Draft
Arlington School Committee
School Committee Regular Meeting
Thursday, February 25, 2016
6:30 PM
Arlington High School
School Committee Room, 6th Floor
869 Massachusetts Avenue
Arlington, MA 02476

Present: Paul Schlichtman, Chair, Jennifer Susse, Vice Chair, Jeff Thielman, Secretary, Cindy Starks, Kirsi Allison-Ampe, MD, Jud Pierce, and Bill Hayner

Kathleen Bodie, Superintendent of the Schools, Laura Chesson, Assistant Superintendent's Diane Johnson, Chief Financial Officer, Rob Spiegel, Human Resource Director, Alison Elmer, Special Education Director, Ms. Liz Higgins, AEA Representative and Karen Fitzgerald, Administrative Assistant

Ms. Higgins exited the meeting at 8:04 PM

Open Meeting

Public Participation
Ms. Juliet Moir, parent of the Thompson School Enrollment Group spoke about supporting Dr. Bodie on the use of the Gibbs School Building and values the current tenants.

Mr. Greg Christiana, resident from Ridge Street, soon to be Bishop Parent and parent of the School Enrollment Group, thanked the administration and spoke on support of a renovation at the Ottoson Middle School.

Ms. Liz Higgins, AEA Reps spoke on the serious threat on Public Education in regards to Charters Schools and encourages the community to attend a meeting on Charter Schools: A Serious Threat to Public Schools Sons of Italy Hall, Wednesday March 23 7 to 9 p.m.

Mr. Hayner commented that our legislators need to get in control of charter schools. Mr. Schlichtman acknowledged a note of appreciation from Mr. and Mrs. Landford, the parents of Christopher on the committee's moment of silence last month.

FY 17 Budget Discussions

Dr. Bodie announced that the School Committee can provide feedback to her about the budget and after the committee votes to approve the Superintendent's Proposed FY 17 budget, they will then bring it forth to the Finance Committee on Wednesday, March 16, 2016.

Dr. Bodie said nothing presented tonight has changed since the committee discussed it last and Dr. Allison-Ampe said the Budget Subcommittee supports the budget process and supports full time Kindergarten Teaching Assistants. The reserved positions were talked over and Dr. Bodie

told principals the staffing they have is what they will need to work with and that the middle and high school class sizes could be around 29. The administration will continue to look at this as they will make needed adjustments through the year. Dr. Bodie will look at the Kindergarten numbers this March and really won't know the numbers until the summer but said she is prepared and has the staffing we need for the numbers we know now.

Budget Update

Ms. Johnson provided her CFO Budget Memo dated February 25, 2016 and the Budget Tracking Report as of February 24, 2016 and answered all questions the committee wanted clarity on.

Vote to change and add School Committee Meetings

Mr. Schlichtman announced since the League of Women's Voters want to hold the candidates' debate on Thursday March 24th the committee would need to vote to change and add a new date for our scheduled School Committee meeting. Dr. Allison-Ampe confirmed before a motion was made that the League of Women's Voters changed the debate to Tuesday March 22, since Thursday, March 24 is Holy Thursday.

Ms. Starks moved to hold a School Committee/Superintendent Governance Retreat on Saturday, May 21 from 9:30 AM to 12:30 PM with Nancy Wassler, seconded by Ms. Susse. Voted: 7-0

The committee discussed the district goals timeline and Dr. Bodie said her administration will meet with the CIAA Subcommittee to discuss before bringing forth to the full committee.

Superintendent's Report

Dr. Bodie spoke on the School Enrollment Task Force presentation, recommendation, and the reasons why she recommends the best solution for moving forward to address the Ottoson Middle School enrollment issue, is to use the Gibbs School. Since looking at the costs and timeline of the Ottoson Middle School this solution makes the most sense. This would be the quickest and most cost effective to base her decision on the issue of smaller education environment. The cost to build a wing at the OMS for 500 students would cost $400 a square foot and we don't have the land for it and would take 3 to 4 years with bidding and construction. The Gibbs solution, would take us July 2017 to begin and be in the building by September 2018. The other issue by investing in Gibbs the town can keep the property for a long time.

Dr. Bodie is having Ms. Lori Cowls look at plans and figure out costs. The committee said the School Enrollment Task Force will meet on March 8th and continue the discussion.

The School Committee members were in agreement to have additional language about moving forward on plans, costs and doing a study, and timing of all of this and have the chair speak with legal counsel on proper notification to the tenants of the Gibbs. The committee members then discussed having Grade 6 versus Grade 6-8 at the Gibbs, as well as how much would it cost, and how to maintain equity for all students.

The cost of doing a study was discussed. Dr. Bodie spoke on schools funds, reserved funds shared funds and said we will work with Finance Committee to find the money. Ms. Starks brought up the fact that Mr. Tosti offered to speak with the Finance Committee and share the cost to do it right away. Mr. John Cole was saying to the committee members that it would be tight to make the Gibbs open in the 2018 school year. After the Gibbs and Ottoson discussion, Mr. Thielman made the following motion:

Mr. Thielman moved to direct Superintendent Bodie to identify funds within the school budget or reserves, to fund, with the Finance Committee, an Architectural study on Ottoson Middle School, Gibbs, and Thompson, seconded by Mr. Hayner.
Voted: 7-0

Ms. Susse mentioned that she attended a PTO meeting where initially 90% of the parents were opposed to a single grade school until two teachers in the room spoke in favor of this option, after which the majority of parents were in favor of a single grade schools. Ms. Susse urged Dr. Bodie to bring educators into talk to parents and the school committee. Mr. Hayner would like educational cost and configurations of the Gibbs. Mr. Thielman would like Dr. Bodie to announce the date the School Committee needs to inform the tenants of the Gibbs.

Mr. Schlichtman is worried about longer term impact of any delay with the Gibbs and agrees we need to be prepared. He suggests Dr. Bodie and Town Manager speak with town counsel, have an economic plan, mechanics, what are the roles or options would be and to vote or not to renew the lease of tenants at Gibbs. Have this in place and bring forth a recommendation from the School Enrollment Task Force March 8th meeting to the full School Committee members at their March 10th meeting.

Dr. Bodie said the School Committee will have to wait for the School Enrollment Task Force vote which will be taken in May or early June. Mr. Schlichtman would like the Gibbs discussion to continue at our next School Committee meeting on March 10th.

The committee members were asked if they think the Gibbs is a viable option or to spend time thinking about building at the Ottoson or go forward with Dr. Bodie's recommendation to go with the Gibbs? No motion was made and once asked by the chair if they agree or not with Dr. Bodie's recommendation that the Ottoson is not a viable option and the schools should take back the Gibbs and have it done by 2018.

After the discussion the members agree to authorize Dr. Bodie to speak with Ms. Lori Cowles from HFMA, the School Enrollment Task Force members and the chair of the PTBC to authorize her to move forward with receiving a timeline, id funds and to what depth she should receive on the research needed to move forward.

Dr. Bodie included the Thompson School and recommends we add this into the design process so we could be ready in 2017 since if we wait for Town Meeting, it may be too late. If the School Department could find the money in the budget to go forward with the research, we could replace the money once we get the debt exclusion approved. The hesitation going forward is that the School Enrollment Task Force wants to wait till fall in regards to the McKibben's numbers but the committee wants to give Dr. Bodie authorization to move forward now.

Ms. Starks proposed to turn all the elementary schools into K-6 schools, and Redistrict all schools again. It was determined that this would be a massive redistricting and if so, the School Committee would need to more research, move fast and have a decision by fall and we would need to get different schematics, and have a town consensus on how to move forward.

Superintendent Report

Dr. Bodie congratulated Gary Blanchett, Technology Engineering Teacher at Ottoson Middle School, on being awarded a 2016 International Technology and Engineering Educators Association's Teacher Excellence Award. Dr. Chesson reported out on the PARCC presentation at the Thompson and Bishop Elementary School. The Ottoson OPAC will have an evening meeting on March 8th, and Dr. Chesson said APS will offer eight mini courses for certification for teachers. Officer Steve Porcello was recognized for Officer of the Year tonight which is a big surprise for him. Dr. Bodie recognized Carlos and the maintenance staff for all the work with the burst pipes at the OMS.

Consent Agenda

Mr. Schlichtman moved to approve the Consent Agenda and noted All items listed with an asterisk are considered to be routine and will be enacted by one motion. There will be no separate discussion of these items unless a member of the committee so requests, in which event the item will be considered in its normal sequence: Approval of Warrant: Warrant 16117, Dated 2/11/2016, Total Warrant Amount $454,833.40 Approval of Minutes: Approval of Regular Draft Minutes 2/11/2016, seconded by Mr. Hayner
Voted: 7-0

Mr. Hayner moved to approve the Approval of Trip: AHS MASC, Student Council, Hyannis March 9-11, 16, seconded Ms. Susse.
Voted: 7-0

Subcommittee & Liaison Reports & Announcements

· Policies & Procedures Jud Pierce (Chair) Mr. Pierce announced the next subcommittee meeting on March 3, 2016 at 8:15 to discuss editing/deleting some school policies.
· Budget Kirsi Allison-Ampe (Chair) will go to Ottoson Middle School as an outreach.
· Facilities Cindy Starks (Chair) nothing to report
Mr. Schlichtman thanked the School Task force and Facilities members
· District Accountability, Curriculum/Instruction & Assessment Jeff Thielman look at timeline (Chair)
· Community Relations Jennifer Susse (Chair) March 1 at 4:30 presented survey to parents regarding calendar, etc.
· Executive Session Minute Review Subcommittee Voted 5/28/2015
Minutes will be reviewed and brought forward for review
· Warrant Committee - Voted 4/9/2015 Bill Hayner (Chair)
· School Enrollment Task Force
Announcements
Great event March 5 Arlington Eats at Town Hall a fundraiser 7:30 -11

Executive Session

Mr. Pierce moved to enter into Executive Session at 8:45 to conduct strategy sessions in preparation for negotiations with union and/or nonunion personnel or contract negotiations with union and /or nonunion in which if held in an a open meeting may have a detrimental effect, and to conduct strategy with respect to collective bargaining or litigation, in which if held in an open meeting may have a detrimental effect, Collective bargaining may also be conducted, seconded by Mr. Thielman.
Roll Call: unanimous
Voted: 7-0

Adjournment

Mr. Thielman moved to adjournment at 8:52 p.m. seconded by Mr. Hayner.
Roll Call: unanimous
Voted: 7-0

Respectfully submitted
Karen Fitzgerald
Administrative Assistant
School Committee/jtjs

Karen Fitzgerald <kfitzgerald@arlington.k12.ma.us>

School Committee Approval for Model Congress

Rebecca Bradley <rwalshbradley@arlington.k12.ma.us> Mon, Feb 29, 2016 at 1:05 PM
To: Kathleen Bodie <kbodie@arlington.k12.ma.us>, Karen Fitzgerald <kfitzgerald@arlington.k12.ma.us>

Hi Kathy,

Our 8th annual Model Congress trip to the University of Pennsylvania in Philadelphia is coming up at the end of March. The dates of the trip are March 31-April 3. The students will take the train to Philadelphia and stay at The Inn at Penn across the street. They will partake in debates based on assigned committees in an attempt to get their bill passed.

We are looking for approval from the school committee for this trip. Could you please put it on the agenda for this month.

Matthew and the high school have already signed off on it.

Thanks so much,

Rebecca

--
Rebecca Walsh Bradley
English Teacher
Arlington High School
869 Massachusetts Ave.
Arlington, MA 02476

email: rwalshbradley@arlington.k12.ma.us
web site: https://sites.google.com/a/arlington.k12.ma.us/mswalshbradleyshomepage/

Field Trip Request

Destination: Nagaokakyo, Japan (our sister city)

Date: July 5-17, 2016 (flights TBD)

Who: Up to 21 Arlington middle/high schoolers

Trip Leaders: TBD by program coordinators (Justin Bourassa, Rebecca Walsh Bradley)

Trip Cost: $ Waiting to hear back from travel agent per person: 2015 trip cost $2400.00 (all inclusive)

Purpose of trip: School and Cultural Exchange

Scholarships available? In the works. AHS Japan Club is working to raise money for a partial or full scholarship.

*** All travel costs, hotels, tour directors, overnight security, and admission fees are included in the cost of the trip.

Travel: Last year's trip used Japan Airlines from Boston to Tokyo then a commuter flight from Tokyo to Osaka. In country travel is arranged by the Nagaokakyo City Office including trains and buses.

Food: All meals are included, some by host families, some included in the price.

Hotel: None! This is a host family homestay.

Health Insurance: Included in the price of the trip.

Travel Protection Plan
Students will have the option of purchasing travel insurance. Details are included at end of this document.

Itinerary: Here is the link to the 2013 itinerary. This does not change much from year to year.
Day 1

Day 2

Day 3

Field Trip Request

FRANCE EXCHANGE AND HOME STAY - 2016-2017

[FRENCH STUDENTS IN ARLINGTON - OCTOBER 14-25, 2016]

Destination: Melun, France

Date: April 14-25 2017

Who: French students - juniors and sophomores

Trip Leaders: Véronique Lahey - Meagan Bassett, chaperone

Trip Cost: around $ 1800 per person (there maybe some minor changes)

Purpose of trip: Exchange with France: immersion in French family, exposure to educational system in France

Scholarships available? Not at this time. Price negotiated to allow maximum participation

*** All travel costs, hotels, tour directors, overnight security, and admission fees are included in the cost of the trip.

Travel: Please see attached program

Food: Provided by French host family

Hotel: None

Travel Medical insurance/Health Insurance - available through Prométour - please see attached documents

Travel Protection Plan

Students will have the option of purchasing travel insurance. Details are included at end of this document.

Itinerary - please see attached program

FRANCE

EXCHANGE PROGRAM IN FRANCE

APRIL 14-25, 2017

(Dates of travel to be confirmed upon flight booking)

ARLINGTON HIGH SCHOOL

visite

LE LYCÉE SAINT-ASPAIS DE MELUN

12 DAYS / 10 NIGHTS

YOUR ITINERARY

DAY 1: USA - FRANCE *(Friday)*

- Fly through the night to Paris.

DAY 2: MELUN *(Saturday)*

- Bienvenus en France! Your French tour manager will greet you at the airport.
- Transfer by private motor coach to le **Lycée Saint-Aspais de Melun** in Seine et Marne county (Département).
- Upon arrival at the "lycée", have a short orientation and meet your pen pals.
- Spend the evening with your host family and get to know them over dinner.

DAY 3: SUNDAY IN FAMILY *(Sunday)*

DAY 4: EXCURSION IN PARIS *(Tuesday)*

- Today go on a day trip to Paris leaded by your teachers.

DAY 5: EXCHANGE PROGRAM *(Monday)*

- Attend school with your exchange partners and enjoy the afternoons with your host families.

DAY 6: EXCURSION TO FONTAINEBLEAU *(Wednesday)*

- This morning, after breakfast with your host families, you will take a train to Fontainebleau.
- Visit the historic **Château de Fontainebleau** and discover more than 8 centuries of history of the kings of France.
- Then, have some free time in the **royal gardens** for a picnic lunch!
- This afternoon, discover the **old town of Fontainebleau**.
- Return to Melun for dinner and night accommodation.

DAY 7: EXCURSION TO PARIS *(Thursday)*

- Today go on a day trip to Paris leaded by your teachers.

DAY 8: EXCURSION TO THE LOIRE VALLEY *(Friday)*

- Board a motor coach and drive to the **Loire Valley**.
- Discover **Château de Chenonceau**, not only remarkable for its architecture and history but also for the fine quality of its collections. Explore the many gardens and see the maze, rebuilt exactly from Catherine de Medici's' plans.
- Continue to Amboise and have some free time for lunch.
- Visit the gotic **Château d'Amboise**.
- Return to Melun for dinner and night accommodation with your family.

DAYS 9 & 10: WEEKEND IN FAMILY *(Saturday-Sunday)*

DAY 11: EXCHANGE PROGRAM *(Monday)*

- Attend school with your exchange partners and enjoy the afternoons with your host families.

DAY 12: RETURN *(Tuesday)*

- Transfer to Paris airport for your return flight home.

A bientôt et bon voyage !

EXCHANGE PROGRAM

An exchange program is an excellent alternative to the classic programs as it offers the opportunity for students to immerse themselves in a different culture, practice and improve their knowledge of a foreign language in addition to making friends. The Exchange Program is organized between ***Arlington High School*** of Arlington and the ***Lycée Saint-Aspais*** de Melun. The conditions of this exchange are agreed between the two schools.

LYCÉE SAINT-ASPAIS DE MELUN

36 Rue Saint-Barthélémy, 77000 Melun
http://www.lycee-st-aspais.org/

1-888-282-0991 INFO@PROMETOUR.EU

PRICE PER PERSON SHEET

This is a privately operated tour - you will not be combined with another group!

PRICE PER PERSON	
25+ participants	$ 1,780
20 to 24 participants	$ 1,840
15 to 19 participants	$ 1,900

PAYMENT SCHEDULE	
March 20, 2016	$300
July 20, 2016	$500
November 20, 2016	$500
February 15, 2017	Balance
Online options available	

PRICE INCLUDES:

* Travel medical insurance
* Coverage for student travel: Trip Cancellation, Interruption and Delay; Missed Connection; Baggage and Baggage Delay; Medical Expense; 24-hour Assistance Services, 24-hour Customer Care
* Roundtrip Airfare* (Boston/Paris)
* Departure taxes and Airline fuel surcharges at $720 per person
* Associated transportation costs while in France as per itinerary
* All cultural and aforementioned visits, activities, tours and admissions
* Service of a dynamic professional French Tour Director with the group on tour (native from France)
* 2 chaperones regardless of the group size

Exchange Program organized by the French partner school:

* French host family stay (10 nights)
* Meals with the host families (exceptions might apply)
* Classes and workshops during the exchange program (confirmed between the partner schools prior to departure)

PRICE DOES NOT INCLUDE:

* Applicable airline baggage charges according to their poli cies
* Recommended tips: Tour Guide: 3 € per day, per person
  Bus driver(s): 1 € per day, per person
* Airline fuel surcharge increases: Departure taxes and Airli_ ne fuel surcharges in excess of $720 per person
* Prométour may be required to revise the final price of your tour 60 days prior to your departure

Exchange rate:Prométour has quoted this package at an exchange of 1 € = 1.15 USD. In the event of a significant change, Prométour may be required to revise the final price of your tour 60 days prior to your departure.

Date of quote: February 9, 2016
These prices are valid until: First payment deadline
Your Tour consultant: : Anaïs Boschet

Town of Arlington, Massachusetts

8:10 PM Subcommittee & Liaison Reports & Announcements

Summary:

· *Policies & Procedures Jud Pierce (Chair)*
- *First Reading on the following policy changes:*
- File: JEB Entrance Age
- File: KAA Pysical Restraint of Students
- Files: GCA, GCB, GCBA and GCBB Profess Staff contracts & compensation (Not included in this packet yet)
- File: IJNDD- Email Distribution List Policy
- File: ACAB-E Policy on Sexual Harassment
- Delete File JICG
- Delete File KGC
- File ADC
- File KI Visitors to the Schools
- File EEAA
- JKKA Physical Restraints Policy

· *Budget Kirsi Allison-Ampe (Chair)*
· *Facilities Cindy Starks (Chair)*
· *District Accountability, Curriculum/Instruction & Assessment Jeff Thielman (Chair)*

· *Community Relations Jennifer Susse (Chair)*
- *Second Read on Survey for parents and teachers*

· Executive Session Minute Review Subcommittee Voted 5/28/2015
· *Warrant Committee - Voted 4/9/2015 Bill Hayner (Chair)*
· *School Enrollment Task Force*

SCHOOL LIAISONS

Bishop
Jennifer Susse

Brackett
Kirsi Allison-Ampe

Dallin
Jud Pierce

Hardy
Bill Hayner

Peirce
Jud Pierce

Stratton
Jeff Thielman

Thompson
Bill Hayner

OMS
Cindy Starks

AHS
Jeff Thielman

Town Wide PTO
Cindy Starks

ATTACHMENTS:

	Type	File Name	Description
🗋	Second Reading	Calendar_Survey.docx	School Calendar for parents and teachers Second Reading
🗋	First Reading	JEB_Entrance_Age_3_24_2016_w_edits.docx	JEB w edits 3 24 2016
🗋	First Reading	File__BDFA_School_Councils_3_24_2016_w_edits.docx	BDFA w edits 3 24 2016
🗋	First Reading	File_IJNDD_Email_Distribution_List_Policy__03_24_2016.docx	IJNDD we edits 3 24 2016
🗋	First Reading	File_ACAB-E_Sexual_Harrassment_03_24_2016.docx	ACAB w edits 3 24 2016
🗋	First Reading	File_JICG_AHS_Policy_on_Tobacco_03_24_2016.docx	Delete JICG 3 24 2016
🗋	First Reading	File_KGC_03_24_2016.docx	Delete KGC 3 24 2016
🗋	First Reading	File_ADC_Smoking_on_School_Premise_03_24_2016.docx	ADC w edits 3 24 2016
🗋	First Reading	File_KI_Visitors_to_School__03_24_2016_w_edits.docx	KI w edits 3 24 2016
🗋	First Reading	EEAA_Walkers_with_edits.docx	EEAA w edits 3 24 2016
🗋	First Reading	File_JKAA_Physical_Restraint_Policy_updated_March_2016__3_24_2016.docx	File JKKA Physical Restraints 3 24 2016
🗋	Minutes	Community_Relations_Minutes_-_1_4__3_10_2016.docx	Community Relations Minutes 1 4 2016
🗋	Minutes	Community_Relations_Minutes_1_28___03_10_2016.docx	Community Relations 1 28

2016

Survey Questions for Parents and Teachers

For the past few years there have been conversations about changes to the school calendar that would have the school year end earlier in June. These conversations always came too late in the year. We have learned that parents and educators make plans for summer work, travel, and other personal commitments well in advance. This year we wanted to have the conversation and get comprehensive feedback from parents and educators with sufficient lead time for everyone to plan appropriately if the feedback indicates a strong desire for a different schedule. This survey will be given out to educators and parents in March of 2016, and may (but may not) result in changes to the school calendar in the **2017-2018** school year and beyond. Please know that your feedback is important to this process and will be given due consideration.

Parents: Please limit your responses to this survey to one per family.

Problem: School Year ending too late in June

Some years, due to snow days and a late Labor Day, students are in school until almost the end of June. This schedule can interfere with summer plans for families, and late June days are seen as less productive by educators for effective learning conditions.

Please answer the following questions to help inform the conversation for the **2017-2018** school year and beyond. Please indicate your level of support for each proposed change with a number from 1-5, with 1 expressing weak support, 5 expressing the highest level of support, and a 3 indicating that you are neutral.

1. The current calendar has students beginning on the first Tuesday after Labor Day and school ending after the requisite 180 school days, including any snow days. Does the current school calendar work for your family? (1 indicates dissatisfaction, 3 is neutral, and 5 indicates strong satisfaction.)
2. Please indicate your level of support for each of the following options that would ensure an earlier end to the school year. (1 indicates weak support, 3 is neutral, and 5 indicates strong support.)

    a. Starting school before Labor Day (explored further in question #3 below)
    b. Starting school before Labor Day only when Labor Day occurs after September 4th.
    c. Cutting into April vacation when snow days push school to the last week of June
    d. Merging February and April vacation (potentially difficult to implement unilaterally)
    e. None of the above - I prefer to leave the calendar as is

3. One scenario for a pre-Labor Day start to the school year is the following. Please indicate your support for this scenario. (1 indicates weak support, 3 is neutral, and 5 indicates strong support.)

Monday before Labor Day Teacher Day	**Tuesday before Labor Day** Teacher Day	**Wednesday before Labor Day** Day 1 for Students	**Thursday before Labor Day** Day 2 for Students	**Friday before Labor Day** No School Day

Elementary Early Release Day Schedule - Elementary Parents and Teachers Only

4. Currently, the weekly early release day at the elementary level takes place on Tuesday. For elementary school-aged parents and/or teachers only, please let us know your preference by choosing one of the following:

    ____ Tuesday works for me
    ____ Move to Monday
    ____ Move to Wednesday
    ____ Move to Thursday
    ____ No preference

High School Start Time - Middle School and High School Parents, and High School Teachers Only

5. The current AHS start time is 8:00. For Middle and High School parents and/or AHS teachers only, would you favor making the High School start time later? (1 indicates weak support, 3 is neutral, and 5 indicates strong support.)

    a. Keep the current start time
    b. Move the start time to 8:30 if all other Middlesex schools do the same (to alleviate problems with athletic and scholastic competitions)
    c. Move the start time to 8:30 regardless of what the other schools do

6. Demographic Info (please check all that apply)

I am the parent of a:

- Preschool student/s
- Elementary student/s
- Middle School student/s
- High School student/s

For teachers….I teach in the following setting:

- Preschool
- Elementary School
- Ottoson
- Arlington High School
- Multiple Schools/Levels

7. Please let us know if you have any additional comments on the school calendar.

Timeline:

Community Relations Meets on 3/1 to amend and approve the survey
Get SC approval for survey on 3/10

Send to parents on 3/21 - leave open for two weeks until Sunday, 4/3 at midnight.
Linda will send out via AEA communication network with same timeline in mind.

File: JEB

ENTRANCE AGE

The Arlington Public Schools("APS") believe a strict cutoff date for the start of Kindergarten and First Grade benefit the educational and social/emotional needs of the student throughout his or her K-12 years. Considerable discussion and research, such as the *Early Childhood Longitudinal Study*, sponsored by the U.S. Department of Education has been conducted on this issue of school readiness. For this reason at this time the APS will not entertain petitions to accelerate the start date for a student based on age.

The School Committee has the authority, within the limits of the law and State Board of Education regulation, to set the entrance ages for children admitted to kindergarten and grade one. In order to be admitted to kindergarten in the public schools, a child must attain the age of five by August 31 of the year in which he/she will enter. To enter grade one, a child must be six years old by August 31.

.

CROSS REFS: JEA, Compulsory Attendance Dates
JF, School Admissions

Revised: ~~**September 27, 2005**~~
March 24, 2016

SCHOOL COUNCILS File: BDFA

The Purpose of School councils is to assist principals in:

1. Adopting educational goals for the school that are consistent with local educational policies and statewide student performance standards
2. Identifying the educational needs of students attending the school
3. Reviewing the annual school building budget
4. Formulating a school improvement plan

For the high school the council shall review the student handbook each spring to consider changes in disciplinary policy to take effect for the following school year

The school council "shall assist [the principal] .... in the review of the annual school budget." This language refers to the school building budget, not to the district budget.

At each school there shall be a School Council composed in accordance with MGL 71:59C, and elected as required therein. The School Committee encourages schools to hold School Council elections in September of each year preferably no later than October 15th as this will assist the School Committee in its budget planning process. ~~prior to the end of each school year in June. School Councils should be broadly representative of the racial and ethnic diversity of the school building and community.~~ School Councils are considered municipal agencies and their members are considered municipal employees for purposes of the conflict of interest law. The School Committee encourages at least six School Council meetings per year. (MGL 268A)

This policy is designed to insure the consistent implementation throughout the Arlington Public Schools of provisions of Massachusetts General Law 71:59C which requires the establishment of School Councils in each of the public schools in the Commonwealth of Massachusetts. The Superintendent and the Principals shall be responsible for familiarizing themselves and ensuring full compliance with MGL 71:59C.

The school Principal shall co-chair the council, and will be responsible for convening the first meeting no later than forty days after the first day of school, at which meeting a co-chairman shall be selected.

The School Council shall meet regularly during the school year. Meetings of the School Council shall be subject to the provisions of MGL 39:23A through C, which stipulate that all meetings be open to the public, that meetings be posted at least 48 hours in advance, on the official Town bulletin board outside

the Town Clerk's office, and that minutes of the meeting shall be maintained as required. Each council is encouraged to set its calendar of regular meetings for the year at its first meeting of the school year, and to post these meetings on the District website and/or their own school website in addition to the posting required by Massachusetts law. Where circumstances warrant, the council may choose to call additional meetings. The scope of the school council does not require, and therefore does not qualify for, executive session.

The School Council shall assist in the identification of the educational needs of the students attending the school, shall assist in the review of the annual school budget and in the formulation of a school improvement plan.

The School Council may not expand the scope of its authority beyond that established in law or expressly granted by School Committee policy. The council shall have no authority over matters that are subject to Chapter 150E, the collective bargaining law.

At least once per year, the School Committee shall facilitate the provision of training for all interested School Council members, said training to be provided by the Massachusetts Association of School Committees or a comparable training provider.

LEGAL REFS.: M.G.L. 39:23A-C; 71:59C; 268A

Approved by Arlington School Committee, January 12, 2012

File: IJNDD

E-Mail Distribution List Policy

~~The Arlington Public School District fulfills its technology mission in part by offering distribution lists and by providing this service to promote educational excellence, and by facilitating resource sharing, innovation, and communication.~~ Distribution lists enable an individual to send to multiple e-mail accounts in a single message. E-mail content sent via distribution lists must have a direct connection to the educational mission of individual schools or, the district in general, and should be in the form of announcements or requests for participation in school-related activities. Distribution list content should not be related to personnel issues or to the management of the school or district.

Access to Distribution Lists

Access to distribution lists will be limited to faculty and staff of the Arlington Public Schools and to members of the community who have children officially enrolled in the district.

Postings to distribution lists will be limited to distribution list members. Additional restrictions to distribution lists may be implemented at the discretion of the Director of Technology. Postings to official school distribution lists will be limited to faculity and staff.

Access will be disallowed upon termination of employment or the unenrollment of the student. Distribution lists privileges will also be subject to termination without prior notice upon violation of this policy.

Unacceptable Use

The use of e-mail distribution lists is provided to facilitate education. Inappropriate use will result in cancellation of privileges. Users should not expect privacy in the use of distribution lists and should further understand that communications sent through the district's e-mail system are part of the public record. Routine maintenance and monitoring of the network may lead to discovery that a distribution list member has violated this policy, or the law. The Superintendent of Schools, Assistant Superintendent of Curriculum, Director of Technology, or designee shall have the right to access e-mail and e-mail lists without prior notice.

It is unacceptable to use the e-mail distribution list:

(1) in furtherance of any illegal act, including violations of any state or federal criminal or civil laws or regulations;

(2) to access, display, or share sexually explicit, obscene, or otherwise inappropriate materials, messages, or images;

(3) to send or display threatening or harassing messages, materials, or images, including, but not limited to, message, materials, or images of a sexual nature, racial, ethnic, sexual, religious, or gender-based slurs, or messages or images that offensively address someone's age, sex, sexual orientation, religion, race, ethnicity, national origin, disability, or political beliefs;

(4) to access, display, or disseminate material that advocates violence or discrimination towards other people (hate literature);

(5) for any personal or commercial purpose, including but not limited to, the offering, providing, leasing, or purchasing of products or services;

(6) to gain, or attempt to gain, unauthorized access to the district network or to any other computer system through the network or go beyond authorized access. This includes attempting to log in through another person's account or access another person's files;

(7) to intercept or attempt to intercept communications intended for other persons;

(8) for any political purpose;

(9) to libel or otherwise defame any person;

(10) to violate any copyright laws or to infringe on any intellectual property rights;

(11) to distribute chain letters;

(12) to develop or use programs that harass other users or infiltrate a computer, computing system or network and/or damage or alter the software components of a computer, computing system or network;

(13) to establish unauthorized connections which create routing patterns that are inconsistent with the effective and shared use of the district's network;

(14) for any use that causes interference with or disruption of the district's network;

(15) for any use that causes interference with or the disruption of the district's network's users or resources.

Adopted by Arlington School Committee: October 14, 2003

Revised by Arlington School Committee March 24, 2016

File: ACAB-E

POLICY ON SEXUAL HARASSMENT

1. It is illegal and against Town policy for any worker, male or female, to harass another worker by: making unwelcome sexual advances or favors or other verbal or physical conduct of a sexual nature a condition of any worker's employment; using a worker's submission to or rejection of such conduct as the basis for or as a factor in any employment decision affecting the individual; or otherwise creating an intimidating, hostile, or offensive working environment by such conduct.

2. The creation of an intimidating, hostile, or offensive working environment may include but it is not limited to such actions as persistent comments on a worker's sexual preferences, the display of obscene or sexually oriented photographs or drawings, or the telling of sexual jokes. Conduct or actions that arise out of a personal or social relationship and that are not intended to have a discriminatory employment effect may not be viewed as harassment. The Town will determine whether such conduct constitutes sexual harassment, based on a review of the facts and circumstances of each situation.

3. The Town will not condone any sexual harassment of its employees. All workers, including supervisors and managers, will be subject to severe discipline, up to and including discharge, for any act of sexual harassment they commit.

4. The Town will not condone sexual harassment of its employees by non-employees, and instances of such harassment should be reported as indicated below for harassment by employees.

5. Employees who feel victimized by sexual harassment should report the harassment to their supervisor immediately. If the worker's immediate supervisor is the source of the alleged harassment, the employee should report the problem to the supervisor's superior.

6. Appointing Authorities, Department Heads and Supervisors who receive a sexual harassment complaint should carefully investigate the matter, questioning all employees who may have knowledge of either the incident in question or similar problems. The complaint, the investigative steps and findings, and disciplinary actions (if any) should be documented as thoroughly as possible.

7. Any employee who makes a complaint, or who cooperates in any way in the investigation of same, will not be subjected to any retaliation or discipline of any kind. Employees who are dissatisfied with the investigating superior's resolution of a sexual harassment complaint may file a complaint with the Affirmative Action Officer, who will investigate in the manner indicated in #6 above. The Affirmative Action Officer will recommend, to

the appropriate appointing authority, actions (if any) to be taken as a result of investigative findings. The Affirmative Action Officer is located at Town Hall, 730 Massachusetts Avenue, Arlington, MA 02476 (781) 316-3121.

8. Employees who feel victimized by sexual harassment may also wish to take advantage of any assistance offered by their employee organizations (if any). The Massachusetts Commission Against Discrimination and Equal Employment Opportunity Commission are also available to provide assistance. They are located at:

Massachusetts Commission Against Discrimination (MCAD)
One Ashburton Place
Boston, MA 02108 (617) 727-3990

Equal Employment Opportunity Commission (EEOC)
1 Congress Street l0th floor Rm #1001
Boston, MA 02114 (617) 565-3200

~~Date~~ ~~Chair~~
~~Board of Selectmen~~

~~Date~~
~~Town Manager~~

~~Date~~
~~Treasurer~~

~~Date~~ ~~Chair~~
~~Board of Assessors~~

~~Date~~
~~Town Clerk~~

~~Date~~ ~~Kathleen Bodie~~
~~School Superintendent~~

~~Updated 4/10/2014~~

Revised and updated 3/24/2016

Delete and remove policy File: JICG

ARLINGTON HIGH SCHOOL POLICY ON TOBACCO

Arlington High School is committed to having a smoke and tobacco free environment for all members of the school community. Therefore tobacco use is not allowed at any time at Arlington High School. This includes all school property, transportation vehicles used in athletic events, proms, clubs, performances, field trips, etc. Snuff, chewing and smokeless tobacco are treated the same as all other tobacco products for the purposes of this rule. Students should be aware that the penalties for violation of this tobacco rule, as they affect athletic participation as mandated by the Massachusetts Interscholastic Athletic Association, may be lengthier than penalties imposed by the school. Violations will result in the following consequences:

1st Offense

- Parent Notification
- Tobacco Education classes (four classes, once per week-within a five week span)
- If Tobacco Education classes are not completed in a given five week period, three days of late suspension will be substituted
- Notification to sports and activity directors

2nd Offense

- Parent Notification
- Tobacco Education classes (four classes, once per week-within a five week span and one day of late suspension)
- If Tobacco Education classes are not completed in a given five week period, four days of late suspension will be substituted.
- Notification to sports and activity directors

3rd Offense

- Parent Notification
- Tobacco Education classes (four classes, once per week-within a five week span and two days of late suspension)
- If Tobacco Education classes are not completed in a given five week period, five days of late suspension will be substituted.
- Notification to sports and activity directors

When the opportunity to attend the Smoking Education Program is not available suspensions will be enforced.

Deleted 3/24/2016

Delete and Remove policy File: KGC

SMOKING ON SCHOOL PREMISES AT PUBLIC FUNCTIONS
NO SMOKING POLICY

The use of tobacco products is prohibited from Arlington Public School buildings and grounds, in school vehicles and at all school sponsored activities. This prohibition extends to employees, students and visitors.

Delete 3/24/2016

File: ADC

SMOKING ON SCHOOL PREMISES

Use of any tobacco products or smoking, vaping materials within the school buildings, school facilities, or on school grounds or school buses by any individual, including school personnel and students, is prohibited at all times.

A staff member determined to be in violation of this policy shall be subject to disciplinary action.

A student determined to be in violation of this policy shall be subject to disciplinary action pursuant to the student discipline code and shall receive education on the hazards of smoking.

This policy shall be promulgated to all staff and students in appropriate handbook(s) and publications.

Signs shall be posted in all school buildings informing the general public of the district policy and requirements of state law.

LEGAL REF.: M.G.L. 71:37H
Revised: ~~March 9, 2004~~ 03 24 2016

File: KI

VISITORS TO THE SCHOOLS

During the school day ~~N~~no persons except parents or guardians of children; those appointed for the purpose by the Committee; or those officially connected with the schools shall be allowed in the schools, unless permission is given by the Superintendent or his/her designee. A log shall be maintained in each school office to record the name, who visiting, purpose of visit, and time. Visitors shall sign in as dictated in each school's entry procedures.

Parent/guardians should call the Principal to make a conveniently prearranged appointment with the teacher, for those who may wish to visit the school or classroom.

The purpose of this policy is to rely on the judgement of the Principal in determining the appropriateness of such parent/guardian visitation The decision of the Principal is final.

File: EEAA

SAFE TRAVEL POLICY
WALKERS AND RIDERS

The School Committee promotes safe traveling routes for all its public school students, deploying traffic supervisors, as needed, at certain streets/intersection, and/or by providing bus service. When safe to do so the Arlington Public Schools encourages walkers because fewer vehicles promotes more safety.

When there is a compelling concern for the safety of children traveling to and from school, the Building Principal shall contact the Safety Officer; an advisory committee of parents and staff may be organized (if appropriate) to address any safety issue(s). All recommendations will be made to the Superintendent.

If appropriate, the Superintendent, with input from the Community Safety Department, will then formulate a plan for consideration and possible vote of the School Committee.

As designated by the School Committee students in grades K through 6 are eligible for transportation to and from school if they live more than two (2) miles from their assigned school.

A student who meets any of the following criteria shall qualify for transportation used in traveling between school and home:

1. Special needs students whose disabilities necessitate transportation between school and home and who are not transported in school department vehicles.

2. The School system will extend the same transportation privilege to private school students who reside and attend school within the town of Arlington and who qualify under the criteria set forth above. ~~Exception to the above provisions is made under terms of the School Committee's policy on open enrollment. (See policy JECC)~~

It is the intent of this policy that all Arlington Public School children will have safe access to their schools and that parents and staff will have input into planning consistent with system-wide practices.

LEGAL REFS.: MGL. 71:7A, 7IB;5 71:68

Revised: **November 23, 2004**

File: JKAA

POLICY ON RESTRAINT OF STUDENTS

The Arlington Public Schools complies with the Department of Elementary and Secondary Education (hereinafter "DESE") regulations governing the use of restraint, which can be found at 603 CMR 46.00 et seq. (hereinafter "Regulations"). According to their terms, the Regulations apply not only at school but also at school-sponsored events and activities, whether or not on school property. A brief overview of the Regulations is provided below.

Purpose. The purpose of this policy is to ensure that every student attending the Arlington Public Schools is free from the unlawful use of physical restraint. Physical restraint shall be used only in emergency situations of last resort, after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution. School personnel shall use physical restraint with two goals in mind:

(a) To administer a physical restraint only when needed to protect a student and/or a member of the school community from assault or imminent, serious, physical harm; and

(b) To prevent or minimize any harm to the student as a result of the use of physical restraint.

Use of Restraint. Physical restraint[1] shall be considered an emergency procedure of last resort, and shall be prohibited in public education programs except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to self or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions and/or alternatives, or such interventions and/or alternatives are deemed to be inappropriate under the circumstances. Prone restraint[2] is prohibited except in limited circumstances set forth in the 603 CMR 46.03. All physical restraints, including prone restraints where permitted, shall be administered in compliance with 603 CMR 46.05.

Physical restraint shall not be used:

(a) as a means of discipline or punishment;

(b) when the student cannot be safely restrained because it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting;

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[1] Physical restraint shall mean direct physical contact that prevents or significantly restricts a student's freedom of movement. Physical restraint does not include: brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort.

[2] Prone restraint shall mean a physical restraint in which a student is placed face down on the floor or another surface, and physical pressure is applied to the student's body to keep the student in the face-down position.

(c) as a response to property destruction, disruption of school order, a student's refusal to comply with a policy or directive, or verbal threats when those actions do not constitute a threat of assault, or imminent, serious, physical harm;

(d) as a standard response for any individual student. No written individual behavior plan or individualized education program (IEP) may include use of physical restraint as a standard response to any behavior. Physical restraint is an emergency procedure of last resort.

Mechanical restraint[3], medication restraint[4], and seclusion[5] shall be prohibited in public education programs. Seclusion does not include a time-out, as defined within the Regulations.[6]

The Regulations do not limit the protection afforded publicly funded students under other state or federal laws, including those laws that provide for the rights of students who have been found eligible to receive special education services.

Proper Administration of Physical Restraint. Only Arlington personnel who have received training pursuant to the Regulations shall administer physical restraint on students. Whenever possible, the administration of a restraint shall be witnessed by at least one adult who does not participate in the restraint. Nothing in this policy shall preclude a teacher, employee or agent of the Arlington Public School from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm. When administering a physical restraint, trained staff shall comply with the requirements regarding use of force, method, duration of the restraint, and safety, as set forth in the Regulations.

Staff Training. All school staff must receive training with respect to the district's restraint prevention and behavior support policy and requirements when restraint is used. Training shall include information on the role of various individuals in preventing restraint, the restraint prevention and behavior support policy and procedures, interventions that may preclude the need for restraint, types of permitted physical restraints and related safety considerations, and administering physical restraint in accordance with medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans applicable to an individual student.

Additionally, the school must identify specific staff that is authorized to serve as school-wide resources to assist in ensuring proper administration of physical restraint. These individuals must participate in in-depth training in the use of physical restraint and implementation of the Regulations.

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[3] Mechanical restraint means the use of any device or equipment to restrict a student's freedom of movement.
[4] Medication restraint means the administration of medication for the purpose of temporarily controlling behavior.
[5] Seclusion means the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving.
[6] Time-out means a behavioral support strategy developed in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member. Staff shall be with the student or immediately available to the student at all times. The space used for time-out must be clean, safe, sanitary, and appropriate for the purpose of calming. Time-out shall cease as soon as the student has calmed.

Reporting Requirements. Program staff shall report the use of any physical restraint, as required by the Regulations. The staff member who administered the restraint shall notify the principal verbally as soon as possible and in writing no later than the next school working day. The report shall be maintained by the school and made available for review by the Parent(s) or the DESE upon request.

The principal or designee shall make reasonable efforts to inform the Parent(s) of the restraint within 24 hours of the event, and shall notify the Parent(s) by written report within three school working days of the restraint. The information in the report shall be in conformance with 603 CMR 46.06(4). The written restraint report must be provided to the Parent(s) in the language in which report cards and other necessary school-related information are customarily provided.

The Principal or designee shall review restraint data weekly to determine whether one or more students may has been restrained multiple times during the week. If so, the Principal shall convene one or more teams as deemed appropriate to assess the students' progress and needs, with the goal of reducing or eliminating the need for restraint. The Principal shall also conduct a monthly review of school-wide restraint data and take steps to reduce or eliminate the use of restraint within the school where appropriate.

All physical restraints that result in injury must be must be reported to DESE. In addition, the district will collect and annually report data relating to the district's use of restraints to DESE.

Prevention of Dangerous Behavior. As set forth in the Regulations, the Arlington Public Schools shall develop methods for preventing student violence, self-injurious behavior, and suicide, including individual crisis planning, behavior intervention plans, and de-escalation of potentially dangerous behavior occurring among groups of students or with an individual student.

Parent Engagement. In accordance with the regulations, the Arlington Public Schools shall engage Parents in discussions about restraint prevention and the use of restraint solely as an emergency procedure.

Complaints. Complaints and investigations regarding restraint practices should be directed to the Assistant Superintendent if the complaint involves a general education student and to the Director of Special Education if the complaint involves a student receiving special education services.

Additional information, including a copy of the regulations, can be obtained from Assistant Superintendent/Director of Special Ed. who can be reached at 781 316 3523 or 781 316 3531. A copy of the regulations may also be obtained at www.doe.edu/lawsregs/603cmr46.html.

Revised and adopted by the Arlington School Committee March 24, 2016

Community Relations Subcommittee Minutes
Monday, January 4th

Present: SC: Jennifer Susse, Cindy Starks, Judson Pierce (absent), Bill Hayner
APS: Dr. Kathleen Bodie, Julie Dunn
Other: Linda Shoemaker, Betty Stone

The meeting was called to order at 5:30.

We began by looking at the new web site design for the APS. Julie Dunn presented a draft version. She and Dr. Bodie emphasized that the work was done in house, and that this was a revision of the previous site not an overhaul. Suggestions were made to improve some of the links, e.g., on quick-links add a link to PowerSchool and remove a link to the district goals, and to change the School Committee page by moving the links to our policies and adding pictures of each school committee member. We briefly discussed the liability issue of having each elementary school's web site managed by volunteer parents. Dr. Bodie said that these sites were being monitored, but that we might want to standardize them in the future. Ms. Susse argued that when we do that we should bring the volunteer parents who currently manage their school's site in early to solicit their advice and take advantage of their expertise.

We next moved on to the agenda and details for the January community meeting on our enrollment challenges. We agreed that previous agenda was too complicated and agreed to simplify it to two breakout sessions, rather than three, and to eliminate the large sheets of paper in the hallway. Ms. Starks argued for separate tables to discuss issues surrounding the middle school and the High School, with the third table to discuss issues of buildings and space. We agreed that the PowerPoint presentation should be shortened and given by Dr. Bodie. Our last task was to create a list of questions for the break-out tables. We agreed that we should have three table topics titled Elementary Schools, Middle School, and Building and Space uses with lists of questions at each table. Ms. Dun took the initial notes for these questions.

The meeting adjourned at 8:00

Attachments: PowerPoint presentation, updated draft annotated agenda, minutes from 12/14

Community Relations Subcommittee Minutes
Thursday, January 28th

Present: SC: Jennifer Susse, Cindy Starks, Judson Pierce, Bill Hayner
APS: Dr. Kathleen Bodie, Dr. Laura Chesson
Other: Elaina Jakubiak, Greg Watt, Amy Marcoman, Kate Leary

The meeting was called to order at 5:07

Motion to approve minutes by Mr. Pierce, seconded by Ms. Starks. Minutes unanimously approved.

We began by discussing the suggestion made by the Enrollment Task Force that we revisit the district lines and buffer zones. The committee reaffirmed the commitments that were made last time we redistricted—specifically to keep grandfathering for existing students, keep families together, and have buffer zone decisions apply to new students only.

Dr. Bodie did not think that buffer zone expansions would make a huge difference for next year, though she could see it helping in the future. She thought we could wait a year. Dr. Bodie suggested that we might want to expand the Stratton/Bishop buffer zone after their renovation. Ms. Starks suggested that there is a benefit to expanding the Hardy/Thompson buffer zone. Dr. Bodie thought that an expansion might allow us to sometimes have only 7 kindergarten classrooms in East Arlington rather than 8. Dr. Bodie stressed that under the current arrangement a large percentage of families living in buffer zones get their first choice, also that fears about the buffer zones affecting property values have not been realized.

Dr. Chesson mentioned that we have a new registration process that should give us more information about incoming families.

Mr. Pierce emphasized that were we to redistrict we should make a better effort to communicate with the public. Last time parents felt that redistricting was "dropped on them," which created a lot of uncertainty and trepidation.

Ms. Starks talked about the purported "empty classrooms". During the H.S. rebuild we will need to put the pre-school somewhere. The pre-school is seven classes.

Greg Watt, a parent on the previous redistricting committee, is worried that the Thompson decision will hinge on decisions about redistricting. Wanted to know how we can move forward to convince Fincom that we need an addition at Thompson.

Dr. Bodie responded that if Fincom thought we were going to redistrict they would want to delay the decision on Thompson.

Ms. Susse emphasized that we are talking about serious tax increases and we need to show the community that we have done everything possible.

Amy Marcoman, a parent, emphasized that the number one priority is to keep walkable schools. Maintain sense of community by preserve neighborhood schools.

Kate Leary, a Hardy parent, offered that Hardy parents are comfortable with expanding buffer zones if there is grandfathering.

We then moved on to the presentations that would be made on PARCC and Common Core and how it would be publicized. Ms. Starks suggested that we create a FAQ on our website about the differences between MCAS and PARCC.

Finally, we agreed that Ms. Susse would work with Linda Hanson, AEA Rep, to create a survey on possible calendar changes.

6:15 Mr. Pierce moved to adjourn.

Town of Arlington, Massachusetts

Correspondence Received:

Summary:

- Model Congress trip approval, March-April, 2016
- Japan, Sister City Trip approval, July 2016
- Legal Spreadsheet for January 2016
- Peirce Elementary Art Work
- Warrant #16129 Dated 2/25/2016
- Draft Minutes for Approval 2/25/2016
- Survey from Community Relations Subcommittee
- AHS Athletics Update
- Marilyn Flaherty obituary
- March 2016 Monthly Financial Reports
- APS History and SS Dept Essential Academic Skills & Historical Thinking Mindsets, History Dept 6-12 and OMS Proficiency Benchmarks, Powerpoint Presentation
- Invitation to All Town Band and Orchestra concerts, March 10, 15, 16 at OMS, 7 PM
- Trivia Bee, Sunday, March 20th, from 3-5 pm, at Arlington Town Hall
- Alexandra Lee email regarding ACA and Gibbs, March 7, 2016
- Lisa Pizziferri email and correspondence documents
- The family of Roland E. Chaput acknowledgment of appreciation
- League of Women Voters of Arlington
- Japan Trip for Approval
- All Policies for First Read
- Monthly Financial Reports
- Kathy Bodie memo to School Enrollment Task Force March 8, 2016
- Community Relations Subcommittee Minutes January 4, and 28, 2016
- Updated Timeline 3 10 2016 from John Cole

ATTACHMENTS:

	Type	File Name	Description
🗋	Correspondence	ma_council_on_ss__3_10_2016.pdf	Mass Council for the Social Studies
🗋	Correspondence	SETF_timeline_20160308.pdf	SETF Timeline 3 10 2016
🗋	Correspondence	Arlington_MA_Public_Schools_Mail_-_Thank_you_and_timeline.pdf	Memo 3/10/ 2016
🗋	Correspondence	ConfigurationsPEPG11-02_Schwerdt_West.pdf	Configurations PEPG 11 2 Schwerdt West pdf

Massachusetts Council for the Social Studies

Non-Profit Educational Organization Supporting Social Studies Educators

March 4, 2016

Dear Dr. Kathleen Bodie,

My name is Kaitlin Mills and I am a member of the executive board for the Massachusetts Council for the Social Studies. I would like to take a moment to tell you about an award that a team of your middle school social studies teachers will be receiving at our annual awards ceremony.

On Monday, April 4th, social studies teachers Chris Mahoney, Andrew Garrity, and Eric Bakke will be the recipients of the *John Reilly Award for Teaching Excellence in Geography*. This award is presented annually to educators in Massachusetts who has demonstrated exceptional ability in the field of geography. In reading the nomination papers, it was clear that their professional involvement in activities such as workshops, curriculum development, committees, and other association or activities ranks among the very best. As a team, Chris, Andrew, and Eric have incorporated innovative and effective instructional strategies and techniques, and have fostered a spirit of inquiry and democratic beliefs and values.

The award will be presented at the Northeast Regional Conference for the Social Studies, on Monday, April 4th, at the Sturbridge Host Hotel and Conference Center in Sturbridge, Massachusetts at 6:30pm. You are welcome to attend.

On behalf of the MCSS, I would like to personally thank you and the Arlington Public School district for supporting teachers like Chris, Andrew and Eric in becoming the passionate and outstanding social studies educators they have become. They truly have left a mark on their students and the school community, and demonstrate the value of the social studies discipline.

Sincerely,

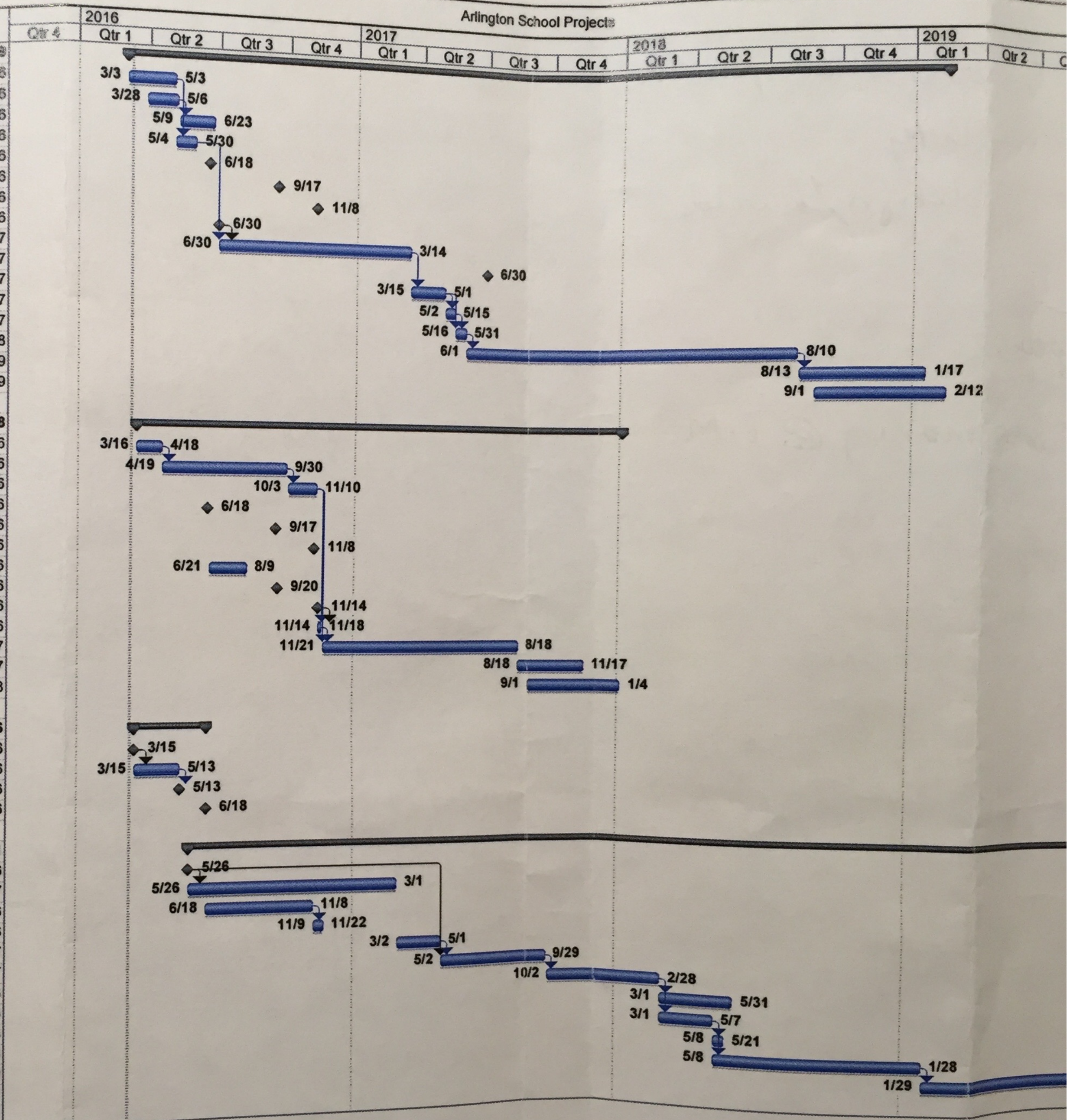
Kaitlin Mills

Kaitlin Mills
MCSS Board Member
Awards Coordinator
Holliston High School teacher

3/15 MM votes

3/8/16 3:18 PM

ID		Duration	Task Name	Start	Finish
1		**775 days**	**Middle School**	**3/3/16**	**2/12/19**
2		44 days	Feasibility Study	3/3/16	5/3/16
3	▤	30 days	OPM Selection	3/28/16	5/6/16
4	▤	36 days	Designer Selection	5/9/16	6/23/16
5		20 days	STM Design Funds?	5/4/16	5/30/16
6	▤	0 days	Debt Exclusion Date 1?	6/18/16	6/18/16
7	▤	0 days	Debt Exclusion date 2?	9/17/16	9/17/16
8	▤	0 days	Debt Exclusion Date 3?	11/8/16	11/8/16
9	▤	0 days	Notice to Gibbs Tenants	6/30/16	6/30/16
10		31 wks	DD/CD	6/30/16	3/14/17
11	▤	0 days	Gibbs Vacant	6/30/17	6/30/17
12		34 days	BID	3/15/17	5/1/17
13		10 days	STM Construction	5/2/17	5/15/17
14		2 wks	Award Bid	5/16/17	5/31/17
15		52 wks	Construction	6/1/17	8/10/18
16	▤	116 days	Construction Additional	8/13/18	1/17/19
17	▤	119 days	School Open	9/1/18	2/12/19
18					
19		**476 days**	**Thompson Addition**	**3/16/16**	**1/4/18**
20	▤	4 wks	Designer Selection	3/16/16	4/18/16
21		123 days	CD's	4/19/16	9/30/16
22	▤	29 days	BID	10/3/16	11/10/16
23	▤	0 days	Debt Exclusion?	6/18/16	6/18/16
24	▤	0 days	Debt Exclusion?	9/17/16	9/17/16
25	▤	0 days	Debt Exclusion?	11/8/16	11/8/16
26	▤	6 wks	OPM Selection	6/21/16	8/9/16
27	▤	0 days	STM Construction?	9/20/16	9/20/16
28	▤	0 days	STM Construction?	11/14/16	11/14/16
29		5 days	Award Bid	11/14/16	11/18/16
30		195 days	Construction	11/21/16	8/18/17
31	▤	66 days	Construction Additional	8/18/17	11/17/17
32	▤	15 wks	School Open	9/1/17	1/4/18
33					
34		**70 days**	**Minuteman**	**3/15/16**	**6/18/16**
35	▤	0 days	MM School Committee Vote	3/15/16	3/15/16
36		44 days	Arlington Reject or accept	3/15/16	5/13/16
37		0 days	Arlington Action Deadline	5/13/16	5/13/16
38	▤	0 days	Debt Exclusion Vote	6/18/16	6/18/16
39					
40		**1379 days**	**Arlingon High School**	**5/26/16**	**9/1/21**
41	▤	0 days	MSBA Notice to proceed	5/26/16	5/26/16
42		203 days	M-1 Eligibility Period	5/26/16	3/1/17
43	▤	105 days	Debt Exclusion Design Funds	6/18/16	11/8/16
44	▤	10 days	STM Design Funds	11/9/16	11/22/16
45	▤	43 days	M-2 Select Project Team	3/2/17	5/1/17
46		109 days	M-3 Feasibility Study	5/2/17	9/29/17
47	▤	18 wks	M-4 Schematics	10/2/17	2/28/18
48		11 wks	M-5 MSBA Funding Agreement	3/1/18	5/31/18
49		8 wks	Debt Exclusion Construction	3/1/18	5/7/18
50		10 days	STM Construction	5/8/18	5/21/18
51		32 wks	M-6 DD/CD/Bid	5/8/18	1/28/19
52		107 wks	M-7 Construction	1/29/19	7/14/21
53	▤	0 wks	School Open	9/1/21	9/1/21



4/6
8/7 9ZX
6/18

Karen Fitzgerald <kfitzgerald@arlington.k12.ma.us>

Thank you and timeline

Lisa Pizziferri Newmark <lpnewmark@gmail.com> Thu, Mar 10, 2016 at 9:44 AM
To: kfitzgerald@arlington.k12.ma.us

Dear Ms. Fitzgerald:

I would like to send the following message and attachments to the School Committee members. If possible, I am hoping they receive it as soon as possible so that they might have a chance to review prior to the 6:30pm meeting this evening.

Would it be best for me to email them directly or may I ask that you forward to them?

Thank you for your guidance.

Best,
Lisa

Hello, Everyone.

In advance of the School Committee meeting this evening, I wanted to express my thanks for your continued leadership in advocating for Arlington students. I also would like to express my concern about any further extension of the tenant leases at Gibbs.

After the last School Enrollment Task Force (SETF) meeting, I am very grateful for the progress toward assessing Gibbs with the objective of a September 2018 opening and moving forward on the Thompson addition for a September 2017 opening.

While I am certain that we all empathize with the tenants and clients served, I also know that the School Committee's primary responsibility is to advocate for students. As a taxpayer and parent, I want to highlight the serious concerns about the current overcrowding at the middle school and and the consequences of a delayed opening beyond John Cole's timeline presented at the SETF meeting on Tuesday (attached).

Extending the tenant leases beyond a year, jeopardizes the safety, educational achievement, and social-emotional stress of the middle school students facing one of the most critical transitions in their K-12 journey. I would like to share this article which speaks to the middle school transition (the technical version is also attached): http://educationnext.org/the-middle-school-plunge/

Given what we know about this transition and looking back at some alarming and serious comments made by Mr. Ruggere at the 12/10/15 School Committee meeting, it is clear that our middle school students are already facing challenges and we must put them first in the context of alleviating overcrowding at Ottoson as soon as possible.

I would also like to say that my kids went to Lesley Ellis, we are considering camp at ACA, and I greatly feel for the clients and families facing a move at Kelliher. However, their transition is unfortunately inevitable given the repair required at the Gibbs site and I feel that the community would support them going forward, but not at the expense of spending more money on modulars and sacrificing the educational experience of middle school students.

I am not certain that the perception of public disquiet about supporting the tenants is accurate. My sense is that there is instead a silent majority that would have great issues with the cost of extending modulars and burdening middle school students and staff.

Many thanks for your work on this critical issue and continued efforts to prioritize Arlington students.

Best,
Lisa Newmark

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2 attachments

ConfigurationsPEPG11-02_Schwerdt_West.pdf
432K

SETF_timeline_20160308.pdf
1686K

Program on Education Policy and Governance Working Papers Series

The Impact of Alternative Grade Configurations on Student Outcomes through Middle and High School

Guido Schwerdt
Program on Educational Policy and Governance
Harvard University
and
Ifo Institute for Economic Research and CESifo

Martin R. West
Harvard Graduate School of Education

PEPG 11-02

Program on Education Policy and Governance
Harvard Kennedy School
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www.hks.harvard.edu/pepg/

The Impact of Alternative Grade Configurations on Student Outcomes through Middle and High School*

Guido Schwerdt† Martin R. West‡

July 15, 2011

Abstract

We use statewide administrative data from Florida to estimate the impact of attending public schools with different grade configurations on student achievement through grade 10. To identify the causal effect of structural school transitions, we use student fixed effects and instrument for middle and high school attendance based on the terminal grade of the school attended in grades 3 and 6, respectively. Consistent with recent evidence from other settings, we find that students moving from elementary to middle school in grade 6 or 7 suffer a sharp drop in student achievement in the transition year. We confirm that these achievement drops occur in nonurban areas and persist through grade 10, by which time most students have transitioned into high school. We also find that middle school entry increases student absences and is associated with higher grade 10 dropout rates. Transitions to high school in grade nine cause a smaller one-time drop in achievement but do not alter students' performance trajectories.

JEL Codes: H52, I21, I28

Keywords: Educational production, public schools, grade configuration, middle schools, high schools

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* We are grateful to the Florida Department of Education for providing the primary dataset for this study, to David Figlio for sharing survey data used in a portion of the analysis, and to John Bishop, Brian Jacob, Paul Peterson, Jonah Rockoff, Ludger Woessmann, and seminar participants at Harvard University, the National Bureau of Economic Research, and CESifo for helpful comments. Any errors are our own.

† Harvard University, Ifo Institute for Economic Research and CESifo

‡ Harvard Graduate School of Education and CESifo

1. Introduction

Among the most basic questions facing education policymakers is how best to group students in different grades across schools. Interestingly, school systems around the world have answered this question in very different ways. In Germany, for example, students typically attend one school through grade 4 before moving to the school in which they will complete their secondary education. Finnish students, known for their strong performance on international assessments of student achievement, attend a single school from grades 2 to 10. The choice of grade configuration at minimum determines the number of structural school transitions students make, the age at which they make these transitions, and the relative age of the peers to whom they are exposed at various ages. While all of these factors could plausibly influence student outcomes, the literature on differences in student achievement across countries (Hanushek and Woessmann 2011) has largely ignored the issue of grade configuration.

In the U.S., a majority of students switch from elementary school to middle school in grade 6 or 7 before entering high school in grade 9. However, alternative paths through primary and secondary schooling were more common historically and remain available to students in many areas. Some American students attend K-8 or even K-12 public schools, while others move after elementary school into schools covering both middle and high school grades. The extent of this variation makes the U.S. a valuable potential source of evidence on the role of grade configuration in education production.

Recent findings from New York City (Rockoff and Lockwood 2010) indicate that entering a middle school causes a sharp drop in student achievement, suggesting that a return to K-8 grade configurations may be beneficial in that setting. However, it remains unclear whether this pattern is evident in other settings and whether the negative effect of middle school attendance persists into high school. The latter consideration is critical as a key rationale for the creation of middle schools was to ease students' transition to high school, and simply having experienced a prior school transition may make students more resilient to transition-related shocks to achievement. It is also unclear from existing evidence whether the transition to high school in grade 9 has negative consequences for students regardless of the grade configurations to which they were previously exposed.

We investigate these issues using statewide administrative data covering all students in Florida public schools from grades 3 to 10 for the school years 2000–2001 through 2008–

2009. To isolate the causal effect of entering middle school in grade 6 or 7 and of entering high school in grade 9, we use student fixed effects and instruments for middle and high school entry based on the grade span of the school each student attended in grades 3 and 6. Our identifying assumption is that selection into schools with different terminal grades prior to a potential transition to middle or high school is not correlated with unobserved student traits that cause changes in achievement coincident with the transition.

We find that students entering middle school in grade 6 or 7 make larger achievement gains prior to middle school entry than those who do not enter middle schools. Moving to middle school, however, causes a substantial drop in their relative performance. Specifically, math achievement falls by 0.124 (0.221) standard deviations and reading achievement falls by 0.086 (0.148) standard deviations for transitions at grade 6 (grade 7). These students' relative performance in both subjects continues to decline in subsequent middle school grades. Although our estimates of the negative effects of middle school attendance are largest in urban settings, they are substantial even in small towns and rural areas. We find little evidence that students who attended middle school make larger achievement gains than their peers' in grades 9 and 10, by which time most students have made another transition into a high school. In addition, students who attended middle schools are 1.4 percentage points (i.e., 18 percent) more likely not to be enrolled in a Florida public school in grade 10 after having attended in grade 9 (a proxy for having dropped out of school by this grade).

Investigating the transition to high school, we find that students who will eventually enter high school make larger gains in math and reading between grades 6 and 8 than students who do not move into a new school in grade 9. From grade 8 to 9 they suffer a small but statistically significant drop in relative achievement of 0.026 standard deviations in math and 0.043 standard deviations in reading. However, their relative achievement trajectories become positive again after this immediate drop at the transition to high school.

The achievement drops we observe as students move to both middle and high schools suggest that structural school transitions (or being in the youngest cohort in a school) adversely impact student performance. The magnitude and persistence of the effect of entering a middle school, however, suggests that such transitions are particularly costly for younger students or that middle schools provide lower quality education than K-8 schools for students in grades 6 to 8. Although administrative data indicate that Florida middle schools spend less per student, have larger student-teacher ratios, and have much larger cohort sizes than K-8 schools, we find little evidence that these differences account for their negative

effect on student achievement. Moreover, data from a recent survey of Florida principals conducted by Rouse et al. (2007) reveal few differences in the educational practices across schools with different grade configurations. The absence of compelling alternative explanations for the negative effects of middle school attendance suggests that adolescents may be more difficult to educate in settings that do not contain younger students.

The paper proceeds as follows. In Section 2 we review the history of grade configuration in the U.S. and previous literature on the effects of middle school attendance. Section 3 describes our data, while Section 4 presents our methodology and main findings concerning the effects of grade configuration on student achievement. Section 5 considers the robustness of these results, heterogeneity in the effects of grade configuration on student achievement, and the effects of grade configuration on attendance and school dropout by grade 10. Section 6 uses administrative and survey data to evaluate potential explanations for our findings. Section 7 concludes.

2. Background and evidence on grade configuration in the U.S.

Conventional wisdom on the optimal grade configuration in the U.S. has evolved over time in response to enrollment pressures and the emergence of new pedagogical theories. Historically, the vast majority of U.S. public school districts had a single elementary school serving grades K-8 and, later, a secondary school serving grades 9-12. Beginning in the early 1900s, many districts responded to growing enrollments by creating junior high schools serving grades 7-9 (or 7-8). Advocates of this approach argued that junior highs made it possible to prepare adolescent students for the academic rigors of high school without exposing them to substantially older students (Juvonen et al. 2004).

By the late 1960s, a loose coalition of reformers argued that by grade 6 (or even grade 5), students had unique social, psychological, and academic needs that were best served by placing them into separate schools (National Middle Schools Association 1995). In “one of the largest and most comprehensive efforts at educational reorganization in the history of American schooling” (George and Oldaker 1985, p. 79), the middle school serving grades 6-8 (or 5-8) rapidly displaced the junior high school starting in grade 7 as the dominant model for adolescent students attending American public schools (see figure 1.). Although a definitive explanation for this change is lacking, it does not appear to have been driven by parental demand: Fewer than 5 percent of American private school students in grades 6 and 7 attend middle or junior high schools (Rockoff and Lockwood 2010).

More recently concerns about the performance of middle schools have led several urban school districts to experiment with a return to the K-8 model (Hough 2005). Evidence suggesting that the relative standing of American students on international assessments of student achievement declines in the middle grades has also contributed to a broader reconsideration of the organization and approach of schools serving adolescent students (see, e.g., Schmitt et al. 1999, Juvonen et al. 2004).

Research on the causal effect of alternative grade configurations through middle and high school is limited, however. Developmental psychologists have documented a decline in achievement-related attitudes and beliefs among students transitioning to middle schools, which some have attributed to a mismatch between the motivational and developmental needs of early adolescents and aspects of the organizational environment in middle schools (Eccles and Midgley 1989). Studies using cross-sectional data have likewise shown that middle school transitions are associated with increased behavioral problems and declines in academic achievement (Allspaugh 1998, Byrnes and Ruby 2007, Cook et al. 2008), but these findings could reflect unobserved differences between students attending schools with different grade configurations. Bedard and Do (2005) use panel data on American school districts to show that increases in the share of 6th graders enrolled in middle schools were associated with small decreases in graduation rates for the relevant cohorts. Their analysis, however, focuses narrowly on whether students in grade 6 should remain in an elementary school or attend a middle school, ignoring the once common K-8 alternative.

The most convincing evidence comparing middle (or junior high) and K-8 grade configurations comes from Rockoff and Lockwood (2010), who develop the identification strategy that we apply in our empirical analysis.[1] In particular, they control for student fixed effects and instrument for middle school entry in New York City public schools with the terminal grade of the school students attended in grade 3. Their results indicate that, in New York City, moving to a middle school in grade 6 or grade 7 causes a large drop in student achievement that persists through the end of grade 8. It remains unclear, however, whether similar patterns hold outside of urban districts or if students attending a K-8 school suffer a larger drop in achievement when moving to high school. Moreover, the effect of the transition

[1] Using earlier data from New York City, Schwartz et al. (forthcoming) also find that, conditional on achievement in grade 4, students attending 5-8 or K-8 schools outperform students attending grades 6-8 or grades 7-8 middle schools in grade 8.

to high school has not, to our knowledge, been investigated in a rigorous manner. Our empirical analysis aims to fill these gaps.

3. Data and descriptive statistics

The data for our analysis are drawn from the Florida Department of Education's PK-20 Education Data Warehouse and contain information on all Florida students attending public schools in grades 3 to 10 from the 2000–2001 through 2008–2009 school years. Our data extract includes the school each student attends and its location; student characteristics such as ethnicity, gender, special education classification, and free lunch status; and annual measures of absences and state math and reading test scores. We normalize these test scores by subject, year, and grade to have a mean of zero and a standard deviation of one.

We construct three different estimation samples, all of which exclude students who were missing school information, were retained in the same grade more than twice, or skipped or moved down a grade. First, to estimate the impact of middle school entry in grade 6 or 7, we construct a balanced panel of students in the four cohorts enrolled in grade 3 between 2001 and 2004 who completed the state test in both math and reading in each of the following five years. Second, to investigate whether the effects of middle school entry persist through grades 9 and 10, we construct a balanced panel of students in the two cohorts enrolled in grade 3 between 2001 and 2002 who were tested in both math and reading each of the following seven years. Finally, to estimate the effect of entering high school in grade 9, we construct a third balanced panel of students in the five cohorts enrolled in grade 6 between 2001 and 2005 who were tested in both math and reading the following four years.

Columns 1 to 3 of Table 1 provide summary statistics for the students in the balanced sample covering grades 3 to 8. At grade 3, 89% of the students in this sample attended a K-5 school, 8% attended a K-6 school, and 3% attended a K-8+ school.[2] Relative to students enrolled in K-5 or K-6 schools, students in K-8+ schools in grade 3 were more likely to reside in towns or rural areas rather than urban fringe communities but equally likely to reside in large cities. Thus, although the vast majority of Florida public school students attend a K-5

[2] K-8+ schools include all schools covering all grade ranges up to grade 8 regardless whether grade 8 is highest grade served by the school or not. Less than one percent of all students attended K-3, K-4 or K-7 schools in grade 3 and are omitted from our analysis.

school followed by a middle school serving grades 6 to 8, there is substantial variation in grade configurations even within similarly sized communities.[3]

Compared with students attending K-6 or K-8+ schools, students in K-5 schools are less likely to be white and more likely to receive free or reduced price lunch. They also have lower test scores but are equally likely to be receiving special education and have similar numbers of absences. Looking at the same students 5 years later, we see that the gap in test scores between students who attended a K-8+ school in grade 3 and students who attended a K-5 school has widened and that K-8+ students are absent less often than their K-5 counterparts. Notably, the percentage of students who were retained in the same grade at any point during this five-year period is very similar across the three groups.

Columns 4 to 6 of Table 1 present summary statistics on the students in the balanced sample covering grades 3 to 10. Sample sizes across all three groups are significantly reduced due to the exclusion of two cohorts of students and students with missing test score data in grades 9 and 10. However, the pattern of differences across groups is very similar to the pattern in columns 1 to 3. In particular, the test-score gap between students who attended a K-8 school in grade 3 and students who attended a K-5 school widens in both subjects between grades 3 and 10.

Table 2 provides summary statistics for our third balanced sample covering grades 6 to 10. Because our strategy to identify the effect of entering high school in grade 9 uses the grade range of schools attended in grade 6 as an instrument, we present these statistics for five different types of schools that students attended in grade 6: 6-8, K-8, K-6, K-12, and 6-10+.[4] Of the grade 6 students in this sample, 88% enrolled in a 6-8 school, 6.7% enrolled in a K-6 school, 2.6% enrolled in a K-8 school, 0.8% enrolled in a K-12 school, and 2% enrolled in a 6-10+ school. Students attending the two school types in grade 6 that would not predict a school change at grade 9 (K-10+ and 6-10+ schools) are more likely to be white and living in towns or rural areas compared to students in the other school types. Students attending K-10+

[3] We identify the grades offered by each school based on the students we observed enrolled in the school in our administrative data. This approach yields grade ranges that differ in only a few instances from those provided by the National Center for Education Statistics' Common Core of Data (CCD). Results using the CCD grade ranges are virtually identical to those presented here and are available from the authors upon request.

[4] Our data do not allow us to identify schools covering grades above grade 10. A very small fraction (less than 1%) of students attends schools with grade ranges not included in Table 2; we drop these students from our analysis.

schools outperform students from all other school types in math and reading in grade 6, while the grade 6 performance of 6-10+ school students is very similar to that of students in 6-8 and K-8 schools. By grade 10 the test-score gap between 6-8 students and K-10+ has decreased slightly, while the gap between 6-8 students and K-6 students has decreased substantially. Moreover, 6-8 students now outperform 6-10+ students but do worse than K-8 students.

4. Empirical analysis

Our strategy for identifying the impacts of alternative grade configurations on student achievement parallels and extends that of Rockoff and Lockwood's (2010) study of New York City middle schools. That is, we focus on variation in achievement within students over time and develop instruments for middle school entry based on the terminal grade of the school each student attended in grade 3. We then conduct an analogous analysis of high school entry using instruments based on the terminal grade of the school attended in grade 6. In taking this approach, we assume that differences across students attending schools with different grade ranges in grade 3 and 6 are, respectively, uncorrelated with deviations from trends in achievement that coincide precisely with students' movements into middle schools and high schools.

To simplify presentation, we focus the discussion of our estimation strategy on the analysis of middle school entry. We model outcome Y_{ig} of student i in grade g as a function of student fixed effects α_i, grade fixed effects δ_g, and a set of dummy variables M_{ig}^{G} indicating whether student i observed in grade g entered middle school in grade G:

$$Y_{ig} = \alpha_i + \delta_g + \beta_g M_{ig}^{G} + \gamma X_{ig} + \varepsilon_{ig}. \quad (1)$$

The control vector X_{ig} includes variables indicating whether student i was retained in grade g, had ever been retained between grade 3 and grade g, and attended a charter school in grade g. The error term in Equation (1), ε_{ig}, includes unobserved individual traits that vary over time and other factors that influence academic outcomes. The grade fixed effects (δ_g) therefore capture patterns of achievement over grades for students who do not enter a middle school in grades 6 or 7.

We allow the coefficient on M_{ig}^{G} to vary across grades in order to estimate relative differences in outcomes between students entering middle schools and students who do not before and after potential middle school entry. This enables us to compare the immediate change in outcomes at potential middle school entry with prior and later trends in outcomes.

As demonstrated below, these comparisons are useful in evaluating the plausibility of our identifying assumption and in gauging the persistence of any impacts of middle school entry.

OLS estimates of Equation (1) could be biased due to the fact that the decision to attend a middle school is endogenous and could be correlated with unobserved shocks to achievement. For example, parents may enroll their child in a middle school in response to an experience (e.g., a bad school experience, a divorce, a residential move) that negatively affects achievement. Alternatively, parents may exploit the opportunity middle schools provide to seek out a higher quality school in which their child could start with a full cohort of new students (c.f., Rivkin et al. 2004). To address these concerns we instrument for middle school entry in grade 6 or 7 using the terminal grade of the school a student attended in grade 3. In doing so, we assume only that any unobserved shocks to achievement are not anticipated and reflected in the choice of a school with a particular grade configuration in grade 3.

We implement this estimation approach by estimating a two-stage least squares (2SLS) model in which the set of first stage equations is given by:

$$M_{ig}^{G} = \phi_i + \kappa_g + \theta_g T_{ig}^{G} + \lambda X_{ig} + \eta_{ig} . \quad (2)$$

The instrument, T_{ig}^{G}, indicates the terminal grade of the school student *i* attended in grade 3 (6) interacted with an indicator for grade g. For example, we instrument for middle school entry in grade 6 with an indicator for whether the school the student attended in grade 3 ended at grade 5 two years later. We estimate Equation (2) separately for each combination of the grade that students might enter middle school and grade g. Based on these estimations, we obtain predicted values for each $M_{ig}{}^{G}$. In the second stage we then estimate Equation (1) using the predicted values for each indicator variable $M_{ig}{}^{G}$ instead of their actual values and apply the standard procedure to adjust standard errors.

Table 3, which reports regression results based on a simplified version of the first stage, demonstrates that these instrumental variables are strong predictors of actual entry into middle school.[5] Columns 1 to 4 report estimated coefficients on the instruments for entry into middle school in grade 6 and grade 7. In both middle school samples, the estimated coefficients on the instruments for entry into middle school in grade 6 and grade 7 are between 0.6 and 0.7 and highly statistically significant. Column 5 reports the estimated coefficient on the instrument for entry into high school in grade 9, which is based on the

[5] Results from the actual first stage regressions are available from the authors upon request.

terminal grade of the school attended in grade 6.[6] The coefficient on the instrument for entry into high school is 0.724 and also highly significant.

While the first stage results suggest that terminal grades of schools attended in grade 3 and 6 are highly related to middle and high school entry, compliance is not perfect. Thus, our instrumental variables (IV) approach will identify a local average treatment effect (Imbens and Angrist 1994) for the subset of students who switch to middle school (high school) in accordance with their grade 3 (6) schools' grade ranges. This effect might be different from the average treatment effect in the overall population. For example, some parents of children attending K-5 elementary schools might react to the perceived quality of their local middle school by enrolling their children in a K–8 school in grade 6. Alternatively, parents concerned about the academic progress of a child attending a K-8 school during elementary grades might switch to a middle school. Residential moves could also lead to non-compliance when families relocate to areas with different grade configurations. While it is difficult to assess how the local treatment effect that we identify would differ from the average treatment effect in the full sample, the effect for the complier population is of considerable policy interest. This is particularly true in situations where choice among grade configurations is limited and compliance can be expected to be close to one.

To clarify our IV method and preview our findings, we first present reduced-form results showing the effect of predicted middle school entry based on the balanced sample covering grades 3 to 8.[7] Figure 2 charts the math and reading achievement of students attending K-5 and K-6 schools in grade 3 relative to those of students attending K-8 schools in grade 3.[8] As our identification is based on changes in achievement trajectories within students, differences in grade 3 achievement across these groups of students have been normalized to zero. The dashed vertical lines at grade 5 and 6 indicate predicted middle school entry based on the terminal grade of the school students attend in grade 3.

Each panel reveals a positive trend in relative student achievement prior to predicted middle school entry, suggesting that students attending a K-5 or K-6 in grade 3 experience

[6] For the small number of students attending K-6 schools in grade 6, we construct the instruments based on the terminal grade of the school they attended in grade 7.

[7] Reduced-form results based on the balanced sample covering grades 3 to 10 and for the IV estimation of the effect of high school entry are available from the authors upon request.

[8] The differences reported in Figure 2 are based on estimated coefficients of the reduced-form of our IV approach including student fixed effects.

larger gains in achievement prior to their predicted middle school entry than students observed in K-8 schools in grade 3. After predicted middle school entry, however, we observe a sharp break in this trend. Students suffer a sharp drop in relative achievement at the predicted middle school grade that appears to grow in the following year. After predicted middle school entry students observed in a K-5 or K-6 school in grade 3 lag well behind their K-8 counterparts.

The pattern evident in the reduced-form estimates is useful in clarifying our identifying assumption. The grade configuration of the school a student attends in grade 3 is clearly not exogenous. While student fixed effects eliminate differences in achievement levels across students in grade 3, the type of school attended in grade 3 could still be correlated with unobserved student characteristics that affect learning trajectories. It is therefore ambiguous whether the positive trend in relative achievement prior to predicted middle school entry reflects differences in school quality or simply selection into grade 3 school types that is correlated with learning trajectories. Especially given this positive trend, however, we contend that there is no plausible selection into K-5 and K-6 schools in grade 3 based on unobserved student characteristics that would cause a drop in relative achievement in the specific year students enter middle schools.

4.1 The effect of middle school entry on student achievement

We now present our estimates of the causal effect of entering middle school. We begin with results based on the balanced sample covering grades 3 to 8. Recall that our coefficients of interest are the interactions between grade level and having entered a middle school in grade 6 or grade 7 (β_g). These coefficients indicate at each grade level whether the achievement of students entering middle schools differs from that of students who never attend a middle school. Coefficients for these estimates are plotted in Figure 3. The estimates and standard errors (clustered by the school the student attended in grade 3) appear in Appendix Table A-1.

Figure 3 confirms that students who will enter middle school in grade 6 or 7 have positive achievement trajectories in math and reading from grade 3 to 5, relative to their counterparts who never enter middle school. However, achievement in both subjects falls dramatically in grade 6 for students who enter middle school in that grade. In contrast, students who enter middle school in grade 7 continue to improve relative to their K-8 peers

through grade 6, but experience a sharp drop in achievement upon entering middle school in grade 7.

To assess the relative magnitude and statistical significance of the grade-to-grade variation in achievement evident in Figure 3, Tables 4a and 4b report annual changes in estimated coefficients (β_g). Columns 1 and 2 correspond to the estimates based on the balanced sample covering grades 3 to 8 and plotted in Figure 3. The negative effects of entering middle school reported in Tables 4a and 4b are large and statistically significant at both grade 6 and grade 7. Our 2SLS estimates indicate that math achievement falls by 0.12 (0.22) standard deviations and reading achievement falls by 0.09 (0.15) standard deviations for transitions at grade 6 (grade 7).

Consistent with Rockoff and Lockwood (2010), we find that these negative effects persist during middle school grades. While students entering middle schools make larger achievement gains prior to middle school entry than students who never enter middle school, this pattern is reversed after middle school entry. All of the relevant estimates of grade-to-grade changes displayed in columns 1 and 2 of Tables 4a and 4b are negative and most of them are statistically significant.

By grade 8, students entering middle school in grade 6 are estimated to underperform by 0.13 standard deviations in math relative to students who never entered middle school, and students entering middle school in grade 7 are estimated to underperform by 0.13 standard deviations in math and 0.09 standard deviations in reading (see Table A-1). The estimated difference in reading achievement between students entering middle school in grade 6 and students who never entered middle school is also negative but statistically insignificant. Note that these grade 8 comparisons incorporate the positive achievement trends students experienced in elementary schools along with the negative immediate and subsequent impact of middle school entry. Because these positive achievement trends prior to middle school entry could reflect selection into K-5 and K-6 schools related to achievement trajectories, we consider the level differences in achievement at grade 8 lower-bound estimates of the negative effect of experiencing a middle school grade configuration.

As noted above, however, one concern with using these comparisons to evaluate the merits of middle school grade configurations is that they do not reflect what happens upon transition to high school. A unique advantage of the Florida data is their inclusion of state test scores that allow us to study the persistence of middle school effects through grades 9 and 10.

Figure 4 plots estimated coefficients of the interactions between grade level and entering a middle school in grade 6 or grade 7 (β_g) based on the balanced sample covering grades 3 to 10. The point estimates and with corresponding standard errors are shown in Appendix Table A-2 and the corresponding estimates for grade-to-grade gains in achievement are reported in columns 3 and 4 of Tables 4a and 4b. The overall pattern of results through grade 8 is very similar to the pattern in Figure 3, although the estimates are less precise due to the fact that they are based on only two cohorts of students.

We find little evidence that students who attended middle schools make larger achievement gains than students who did not between grades 8 and 9. The lone exception are students entering middle schools in grade 7, who are estimated to make a relative gain of 0.05 standard deviations in reading. These same students, however, were estimated to have experienced a cumulative loss of 0.30 standard deviations in reading between grades 6 and 8. Comparing achievement levels in grade 10, students entering middle schools in grade 6 underperform students who never entered middle school by 0.12 standard deviations in math. Differences in the reading and math achievement of students entering middle schools in grade 7 are negative but are not statistically different from zero. Comparing these differences in grade 10 to the differences just prior to middle school entry, however, we see statistically significant and quite substantial and losses for students entering middle schools in grade 7 relative to students who never enter middle schools.

In sum, our analysis indicates that the negative effects of transitioning to a middle school persist through the first two grades of high school. We find very little support for the hypothesis that students who attended middle schools benefit at the transition to high school from their previous experience with school transition or from the specific educational program available in middle schools.

4.2 The effect of high school entry on student achievement

It remains possible that entering high school in grade 9 affects students' achievement regardless of whether they attended a middle school. To provide evidence on this issue, we apply the 2SLS estimation strategy represented in Equations (1) and (2) with four modifications. First, we redefine M_{ig} to indicate whether student i observed in grade g entered high school in grade 9. Second, our instrument, T_i, now indicates the terminal grade of the school student i attended in grade 6. Third, we estimate the 2SLS model using a balanced sample covering five cohorts of students in grades 6 to 10. Finally, we now cluster standard

errors by the school students attended in grade 6. The presentation of results remains identical. Figure 5 plots the estimated coefficients reported in Appendix Table A-3, while Column 5 of Tables 4a and 4b reports the differences between the estimated coefficients in consecutive grades and their standard errors.

Figure 5 shows that students entering high school in grade 9 make larger gains in math and reading from grade 6 to grade 8 than do students who do not enter high school in grade 9. In grade 9 we observe a small but statistically significant drop in relative achievement: math achievement falls by 0.03 standard deviations and reading achievement falls by 0.05 standard deviations. However, relative achievement begins to increase again after this immediate drop at the transition to high school. From grade 9 to 10, students entering high school in grade 9 gain 0.02 standard deviations in math; relative reading achievement gains are statistically insignificant but have a positive sign. Comparing achievement levels in grade 10, students entering high school in grade 9 are estimated to gain 0.11 and 0.13 standard deviations more in math and reading, respectively, between grades 6 and 10 than students who do not enter high school in grade 9.

The identification strategy has the same justification as before. Given that we observe an increasing trend in relative achievement before high school entry, we cannot think of any reason that enrollment in grade 6 should be correlated with unobserved student characteristics that cause a drop in achievement that coincides with high school entry. Thus, we are confident that the estimated drops in achievement at high school entry reflect a causal effect. In contrast to the immediate drops in achievement at middle school entry, however, the immediate effect of high school entry is relatively small. More importantly, we find no evidence that high school entry alters students' achievement trajectories.

5. Robustness analysis, effect heterogeneity, and behavioral outcomes

In this section, we first examine whether the results reported above are sensitive to various changes in the sample definition and model specification. Having demonstrated the robustness of our preferred estimates, we examine whether the effects of middle school and high school entry vary across student subgroups defined in terms of gender, prior achievement, ethnicity, and community type. Finally, we provide evidence on the extent to which alternative grade configurations also affect outcomes other than standardized test scores including attendance, dropout behavior, and retention in grade 9.

5.1 Robustness analysis

Tables 5a and 5b present results of alternative specifications intended to demonstrate the robustness of our estimates of the effects of grade configuration on student achievement in math and reading, respectively. For each transition, we report changes in relative performance prior to the transition, the immediate change in relative performance at the transition ("drop"), and the changes in relative performance after the transition. For example, for the transition to middle schools in grade 6, the prior trend refers to the total change in relative achievement from grade 3 to grade 5, "drop" refers to the change in relative performance from grade 5 to grade 6, and the post trend represents the change in relative achievement from grade 6 to grade 8. We report the results of our preferred specification in this format in each table's first row.

The first issue we address is the inclusion of charter schools in our estimation samples. Charter schools accounted for nearly half of all K-8 schools in operation in Florida during our analysis period and fewer than 10 percent of middle schools. Although our preferred specification controls for charter school attendance, one might still worry that the substantially higher share of charter K-8 schools influences our results.[9] Row 2 of Tables 5a and 5b, which report the results of specifications which exclude students who attended a charter school in any grade, show that this restriction has a negligible impact on the results.

Another potential concern relates to our definition of middle schools. In our main analysis we identify middle school transitions using only information on the lowest grade that a school serves. For example, we code a student as moving to a middle school in grade 6 if we observe the student switching to a school that begins in grade 6. Although the vast majority of these middle school entries are in fact changes to "true" middle schools which end at grade 8, some students identified as moving to middle schools in fact enter schools that also include high school grades. Row 3 of Tables 5a and 5b confirms that our results are unchanged if we exclude students moving to schools that do not end in grade 8.

Differences in grade retention could also affect our results. In our preferred results we address the problem of selective retention by excluding students retained in the same grade more than twice and by controlling for both whether students were repeating a given grade

[9] Using a student fixed effects approach to study the effectiveness of Florida charter schools, Sass (2006) finds that new charter schools are initially less effective than traditional public schools but that they outperform traditional public schools in reading and are as effective in math by year five.

and whether they had repeated a prior grade. However, to the extent that middle school or high school entry affects students' probability of being retained, it is unclear whether the controls are appropriate. We therefore use two alternative strategies as robustness checks: excluding students retained in any grade and eliminating both retention controls. Rows 3 and 4 of Tables 5a and 5b demonstrate that these changes to the specification and estimation sample do not alter our findings.

Our results could in theory be biased by selective test-taking or other sources of non-random sample attrition. While we cannot observe test scores for students who were not tested, left the state, or enrolled in private schools, we can relax our balanced sample restriction and include students missing test scores in some grade levels. Row 5 of Tables 5a and 5b confirms that doing so does not affect our results. While relaxing the balanced sample restriction is not a definitive test for selection bias, the results of this robustness check again strengthen the causal interpretation of our results.

Finally, we address the possibility that our results reflect differences across school districts that rely on alternative grade configurations by presenting results separately for Dade County (Miami) Public Schools. With more than 345,000 students currently enrolled, Dade County is the largest district in Florida (and the fourth largest in the United States) and includes schools offering a wide range of alternative grade configurations through grade 8. The last row of Tables 5a and 5b, which are based only on students attending Dade County Public Schools, show that the negative effects of middle school entry at grade 6 or grade 7 are, if anything, even more pronounced than they are statewide. These results confirm that our overall findings are not driven by unobserved district characteristics but also raise the possibility that the negative effects of middle school entry are only notable in urban settings, an issue we address in the next section.

5.2 Subgroup analysis

The average effects presented so far could conceal important heterogeneities in the effects of middle school and high school entry. We explore possible heterogeneous effect along four dimensions: school location, prior test performance, ethnicity, and gender. The results of these subgroup analyses are reported in Tables 6a and 6b.

We first take advantage of our statewide database to investigate differences in the effects of middle school and high school entry across communities of varying sizes. Psychologists have hypothesized that the "developmental mismatch" arising at the transition

to middle school is most pronounced for urban youth (Seidman et al. 1994), and virtually all of the research comparing middle and K-8 grade configurations has focused on urban school districts. We use Census Bureau classifications to group students into three categories according to the location of the school they attended in grade 3: large or midsize cities; in the urban fringe of a large or midsize city; and in towns and rural areas. The overall pattern of results (rows 2-4) suggests that the negative effects of entering middle school are in fact most pronounced in cities; this is clearly the case for transitions at grade 6 or 7 in math and at grade 6 in reading. They remain sizeable and statistically significant even in rural areas, however, confirming that the negative effects of middle school grade configurations are by no means limited to urban school districts.

Consistent with this pattern, we find substantially larger negative effects of middle school entry in math for students with below median achievement levels in grade 3 (rows 5-6). Lower-achieving students also experience larger gains in math achievement prior to enrolling in a middle school and larger declines after the initial transition to middle school. Students with below-median test scores in grade 6 also experience a larger drop in math achievement upon the transition to high school. These patterns are consistent with the idea that lower-achieving students have access to fewer educational resources outside of schools and may therefore be more strongly influenced by school transitions or changes in school quality. However, we find no clear indication of differences in effect sizes between higher- and lower-achieving students in reading.

Results for students of different ethnicities (rows 6-8) follow a similar pattern, with traditionally disadvantaged subgroups exhibiting larger effects of grade configuration in math. Black students in particular experience large relative gains prior to middle school entry but then suffer far larger drops both at and following the transition. Again, however, we find only small and statistically insignificant differences between the effects estimated for students of different ethnicities in reading.

Finally, we examine whether the effects of middle and high school transition on student achievement vary with student gender. Although early work in psychology (e.g., Simmons and Blyth 1987) suggested that school transitions might be particularly harmful for the self-esteem of adolescent girls, the Moving to Opportunity housing voucher experiment indicated that girls responded more positively than boys to an intervention involving neighborhood (and often school) transitions (Kling et al. 2005, Sanbonmatsu et al. 2006). Consistent with Rockoff and Lockwood's (2010) findings concerning middle school entry in

New York City, however, we find no differences in effect size for girls and boys (rows 2 and 3).

5.3 Dropout, absences, and grade retention

We supplement our findings on math and reading achievement with similar analyses of the effects of middle school and high school entry on student absences, a proxy for high school dropout by grade 10, and retention in grade 9. Panel A of Table 7 shows the estimated effects on the relative days of absence in a school year of middle- and high school entry. For the smaller sample of students entering middle school in grade 7, we find that absences increase by roughly one day per year upon the transition to middle school and by an additional 0.4 days per year over the following two years, both as compared to students who never enter middle school. Given that the average Florida student is absent 8 days in grade 6, this effect is quite large. However, we find no significant effect on absences for students entering middle school in grade 7, making it unlikely that student absenteeism accounts for more than a negligible share of the effects of middle school attendance on achievement. Interestingly, entering high school in grade 9 appears to decrease student absence by 1.3 days per year, again suggesting that the transition to high school is less disruptive for students than is the transition to middle school.

Grade configuration patterns could also influence the likelihood of dropping out from high school. Although early arguments for the creation of middle schools emphasized their value in promoting student engagement and success in high school, Bedard and Do (2005) find that school districts with a larger share of grade 6 students in middle schools had lower high school completion rates 7 years later. The economic costs to individuals of dropping out are substantial (Oreopolous 2007), and our finding that the effects of middle school attendance on math achievement are most pronounced for lower-achieving students and ethnic minorities also suggests the value of considering dropout as an additional outcome variable.

Unfortunately, our ability to study the effects of middle school attendance on dropout behavior is limited in two ways. First, we do not have a direct indicator that students have dropped out of school. We instead construct a proxy for high school dropout before grade 10 based on whether they are enrolled in a Florida public school in the year after they were in grade 9. Because we do not observe students enrolled in private schools, enrolled in schools in another state, or having transferred to a homeschooling or adult education program, this variable should exaggerate the extent of actual school dropout. And, in fact, while official

statistics indicate that annual grade 10 dropout rates in Florida are between 3 to 4 percent, our proxy measure indicates an annual rate of 8 percent.

Second, as we can only construct this measure of school dropout in grade 10, we can only estimate a cross-sectional version of Equation (1) with our binary dropout indicator as the dependent variable. While we can include grade 3 math and reading achievement as control variables, the identifying assumption of our IV approach becomes more restrictive. We now must assume that enrollment in schools with different grade ranges in grade 3 is not correlated with unobserved student traits that affect dropout probabilities. For this reason, we report OLS estimates of the effect on dropout alongside our IV estimates and admit that we are less confident in the causal interpretation of our results.

With these caveats in mind, we present in Panel B of Table 7 estimates of the effect of middle school and high school entry on school dropout. Our preferred IV results indicate that the probability of dropping out by grade 10 is 1.4 percentage points (or roughly 18 percent) higher among students who entered middle school in grade 6; the OLS results likewise suggest an increase of 1.0 percentage points. The point estimates for the effect of middle school entry in grade 7 are also positive and roughly 60 percent as large as the effects of entering middle school in grade 6, but they are statistically insignificant in both OLS and IV specifications. Introducing controls for grade 9 test scores in math and reading reduces the size of the IV point estimate by almost half (to 0.008) and eliminates its statistical insignificance.[10] This suggests that the relationship we document between middle school entry and early dropout may be driven by the effects of middle school entry on academic achievement, but we cannot rule out the possibility that grade configurations also have a direct effect on high school dropout.[11]

Interestingly, the OLS estimate of the effect of high school entry indicates a large reduction in the probability of dropping out among students moving to high schools in grade 9 but the IV estimate is very close to zero. This likely reflects the fact that several of the Florida schools with non-traditional grade spans at the secondary level are designed for at-risk

[10] These results are available from the authors upon request.

[11] Subgroup analyses available upon request suggest that the relationship between middle school entry and dropout behavior is strongest for black students, for whom IV estimates of the effect of middle school entry were 0.049 and 0.052 (and statistically significant) at grades 6 and 7, respectively. However, the IV estimate of the relationship for grade 6 middle school entry for white students remains large (with a point estimate of 0.015) and statistically significant.

students. Students who attend such schools, but who were not predicted to do so based on their grade configuration in grade 6, are at greater risk of dropping out.

A closely related outcome is retention in grade 9, which has been shown to be a strong predictor of eventually dropping out of school (Allensworth et al. 2005). In Panel C of Table 7 we therefore use similar cross-sectional models to examine how middle school is related to grade 9 retention rates. We find no evidence that middle school entry in grade 6 affects grade 9 retention rates, but middle school entry in grade 7 appears to increase the probability of retention in grade 9 by 1 percentage point. It is unclear why the pattern of results for students entering middle schools in grades 6 and 7 is reversed for this indicator. At a minimum, however, the two sets of results cast doubt on arguments that middle schools, despite their apparently negative effects on student achievement, result in increased high school completion.

6. Potential mechanisms for the effects of middle school entry

The results presented above show that transitions into both middle schools and high schools cause drops in student achievement but that these effects are far larger and persistent only for students entering middle schools. We also find negative effects of transitions on student attendance only for students entering middle school in grade 6. One possible interpretation of this pattern is that school transitions are more disruptive for younger students, possibly because they are more susceptible to the negative influence of older students (Cook et al. 2008). In contrast to Rockoff and Lockwood (2010), however, our point estimates suggest that the effect of middle school entry on student achievement is larger for students entering in grade 7 than for students entering in grade 6. Moreover, the fact that relative achievement continues to decline after students' initial entry into middle schools suggests that average educational quality in Florida is lower in middle schools than in K-8 schools.

To explore why this might be the case, we first present in Table 8 administrative data on several characteristics of Florida elementary, middle, and K-8 schools during the 2005-06 school year.[12] Florida middle schools spend 11% less per student and have larger student/teacher ratios than K-8 schools, suggesting a potential role for differences in overall

[12] Given that our main findings were robust to the exclusion of charter schools (Row 2 of Tables 5a and 5b) and data on school characteristics are unavailable for many charter schools, we exclude these schools from Table 8.

resource levels. In contrast, we find no evidence that differences in observed teacher characteristics could explain our findings. Average teacher experience and average teacher salaries are similar across school types, while the share of the school's instructional staff without prior experience is higher in K-8 schools (26.9% vs. 21.3%). Of course, middle school teachers could still be worse in unobserved ways, a possibility we consider below with survey data. The most striking difference across school types, however, involves cohort sizes. Although middle schools offer fewer grades than K-8 schools, Florida middle schools on average enroll 146 more students than their K-8 counterparts. As a result, their typical grade cohorts are almost three times as large.

We conduct two analyses to shed light on whether these observed differences between middle schools and K-8 schools are likely to contribute to differences in school quality. First, we include each of the variables listed in Table 8 as controls in our IV estimations of the effects of middle school entry on student achievement through grade 8. The results, plotted in Appendix Figure A-1, confirm that the overall pattern of estimates remains quite similar. Second, for the sample of students entering middle schools in grade 6, we separately regressed their grade 6 math and reading test scores on their grade 5 scores and each school characteristic reported in Table 8. In other words, we examined whether the size of the drop in relative achievement suffered by students entering middle schools in grade 6 varied with the characteristics of the middle school they attended. A second set of regression models in each subject controlled additionally for the same characteristic of the elementary school the student attended in grade 5 and therefore relates the size of the middle school drop to changes in the relevant indicator.

The results of the latter exercise are presented in Table 9. Although the potential endogeneity of school resource levels and cohort sizes makes this exercise less than definitive, the estimates again provide little evidence that low middle school quality stems from differences in the characteristics we observe. For example, students moving in grade 6 to middle schools with higher spending levels actually suffered larger drops in relative achievement during this transition. Although average teacher experience is positively correlated with grade 6 achievement, teacher experience levels did not differ significantly across school types. Finally, larger middle school cohort sizes were positively related to changes in achievement from grade 5 to grade 6. The one exception in which a variable on which middle and K-8 schools differed was correlated with grade 6 achievement such that the difference might explain lower middle school quality is student/teacher ratio, but the

estimated relationship is too small to account for more than a fractional amount of the effects of middle school entry on student achievement.[13]

Middle schools could also differ in their educational practices from K-8 schools in ways that lead to lower student achievement gains. To explore this possibility, we draw on a unique survey of Florida school principals of conducted in 2003-04 to document responses to the state's high-stakes accountability system (Rouse et al. 2007). The survey's confidentiality restrictions preclude us from linking survey responses to specific schools, but we can nonetheless document any differences in the average responses offered by principals of different school types.

Table 10, which presents data from relevant survey items by school type, reveals few statistically significant differences in the educational practices of middle and K-8 schools. In particular, we observe no differences in the length of the school day or in any of three indexes measuring the extent to which schools had adopted specific policies to help low-performing students, policies to improve the performance of ineffective teachers, and incentives to reward highly effective teachers. If anything, these measures suggest that middle schools are more likely to have policies aimed at improving student achievement. We also find no differences across school types in an index measuring the degree of teacher autonomy. A battery of questions related to scheduling and staffing policies indicates that middle schools are more likely than K-8 schools to provide teachers with common preparation periods (81% vs. 70%), more likely to organize teachers into teams (92% vs. 76%), and less likely to have teachers "loop" with the same classroom of students across multiple grades (14% vs. 31%). These differences are relatively modest in size, however, and we are unaware of any research suggesting that the practices in question are related to student achievement gains.

A final set of survey items asked not about specific policies or practices but about the school's overall climate. On these items, middle school principals expressed significantly lower levels of agreement with statements indicating that their new and veteran teachers were excellent, suggesting that teachers in these schools may be less well equipped to deal with the challenges presented by their students. More middle school principals also expressed also agreed with the statement that parents are worried about violence in the school. Although

[13] Table 8 indicates that the average student/teacher ratios in middle schools exceeded those in K-8 schools by only 1.4. Taken at face value, the estimate in column 2 of Table 9 would suggest that this difference would lead students to perform 0.006 standard deviations lower.

differences on the remaining items were statistically insignificant, they consistently point in the direction of middle schools having less favorable school climates than K-8 schools.

In short, we find little evidence that the negative effects of middle school attendance are attributable to differences in resources, cohort sizes, or educational practices. We do, however, find suggestive evidence that the overall climate for student learning is worse in middle schools. This suggests a final potential interpretation of our results that is directly related to the choice of grade configuration: Students may benefit from being among the oldest students in a school setting that includes very young students, perhaps because they have greater opportunity to take on leadership roles. This interpretation could account both for the gains in relative achievement made by K-5 and K-6 students prior to entering middle schools and for the superior performance of K-8 students relative to their middle school peers. As Rockoff and Lockwood (2010) note, this interpretation is impossible to test due to the fact that the separation of students by age is inherent in the use of elementary and middle schools.

7. Conclusion

The most common grade configurations in American school districts lead public school students to make two structural school transitions, entering a middle school in grade 6 or 7 and a high school in grade 9. This pattern reflects the influence of enrollment pressures and pedagogical theories that, over the past half-century, all but eliminated the K-8 school from the American educational landscape. However, a small fraction of students attend more comprehensive schools encompassing grades K-8, 6-12, or even K-12. Our paper exploits this variation by comparing the achievement trajectories of students entering middle school and high school relative to those of their peers who do not.

We find that Florida students entering middle school in grade 6 or 7 experience a large drop in student achievement in math and English relative to their peers who do not enter middle schools. Our preferred estimates indicate that, middle school entry causes achievement to decline by at least 0.124 and 0.086 standard deviations in math and reading, respectively, for the predominant group of students entering middle schools in grade 6. The analogous effects for students entering middle schools in grade 7 are even larger, at 0.221 and 0.148 standard deviations. The economic importance of these effects is evident from the fact that they are comparable to or exceed the magnitude of other educational interventions that have been studied in the literature. For example, the average estimate of the benefits of increasing

teacher effectiveness by one standard deviation in the studies reviewed by Hanushek and Rivkin (2010) is 0.17 standard deviations in math and 0.13 in reading.

The relative achievement of students entering middle school in grade 6 or 7 continues to fall while they remain in middle school and shows little sign of recovering in grades 9 and 10. Moreover, the effects are not limited to urban areas and in math are generally more pronounced for students in the bottom half of the achievement distribution and for ethnic minorities. We also find that students entering high school in grade 9 experience a smaller one-time drop in relative achievement, but that in contrast to the middle school transition their relative achievement improves in grade 10.

Taken as a whole, these results suggest that structural school transitions lower student achievement but that middle schools in particular have adverse consequences for American students. Especially when considered along those of other recent studies (e.g. Bedard and Do 2005, Cook et al. 2008, Rockoff and Lockwood 2010, Schwartz et al. forthcoming), our findings clearly support ongoing efforts in urban school districts to convert standalone elementary and middle schools into schools with K-8 configurations. They are also relevant to the expanding charter school sector, which has the opportunity to adopt alternative grade configurations without the potential disruption caused by school conversions. More research is needed to explain the negative effects of middle schools. In the meantime, however, the lack of a definitive explanation should make policymakers cautious about their ability to take steps to mitigate these effects while maintaining existing grade configurations.

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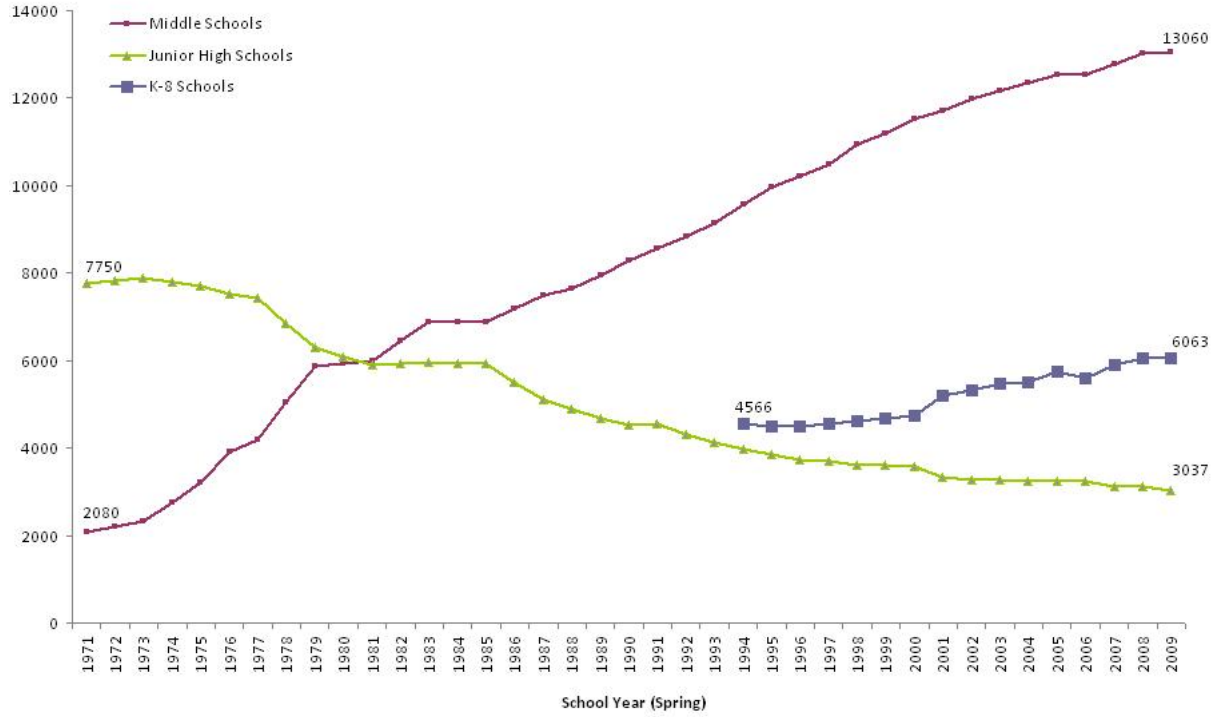
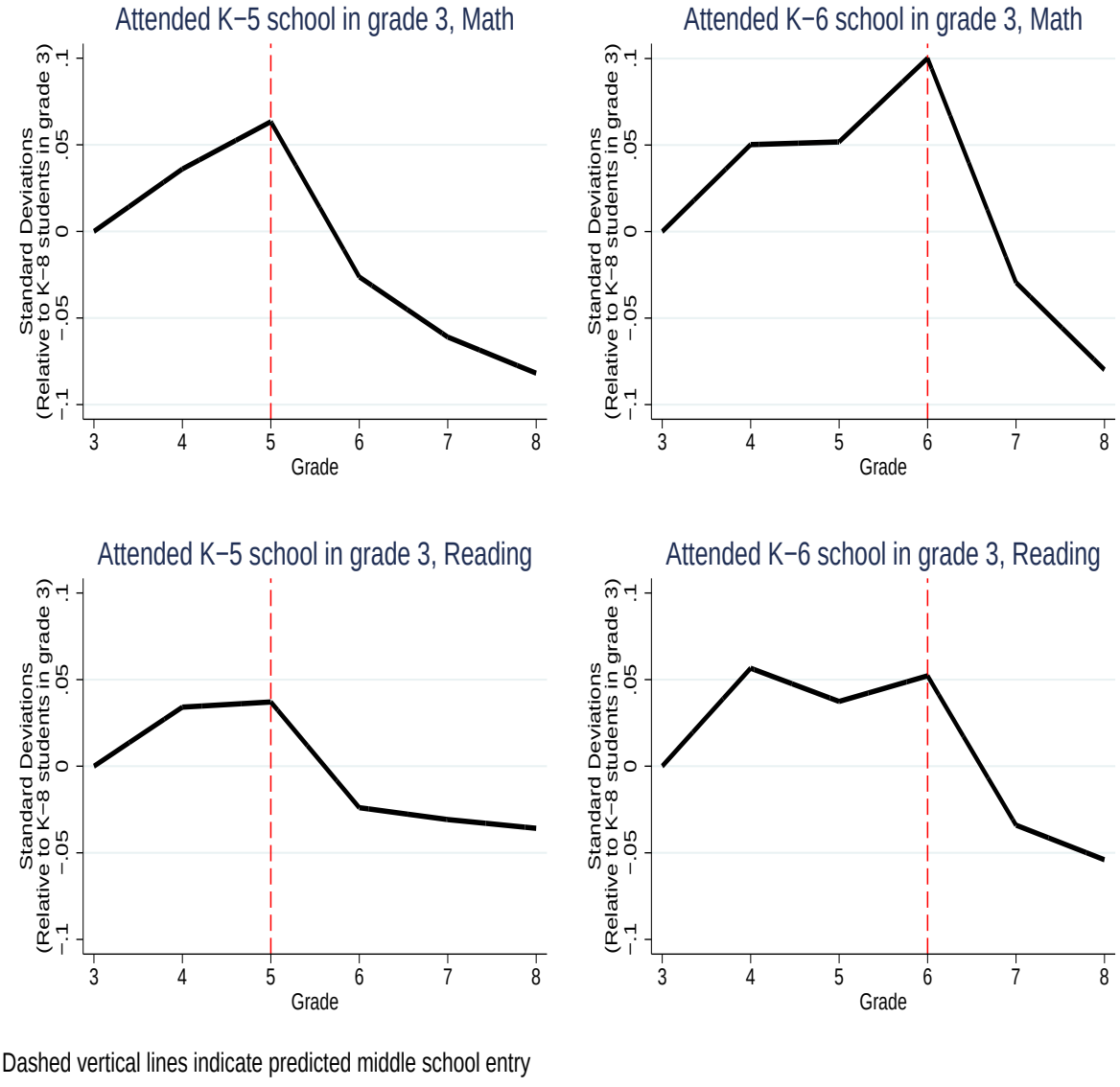
Figure 1: Number of U.S. Public Schools, by type, 1970-2009



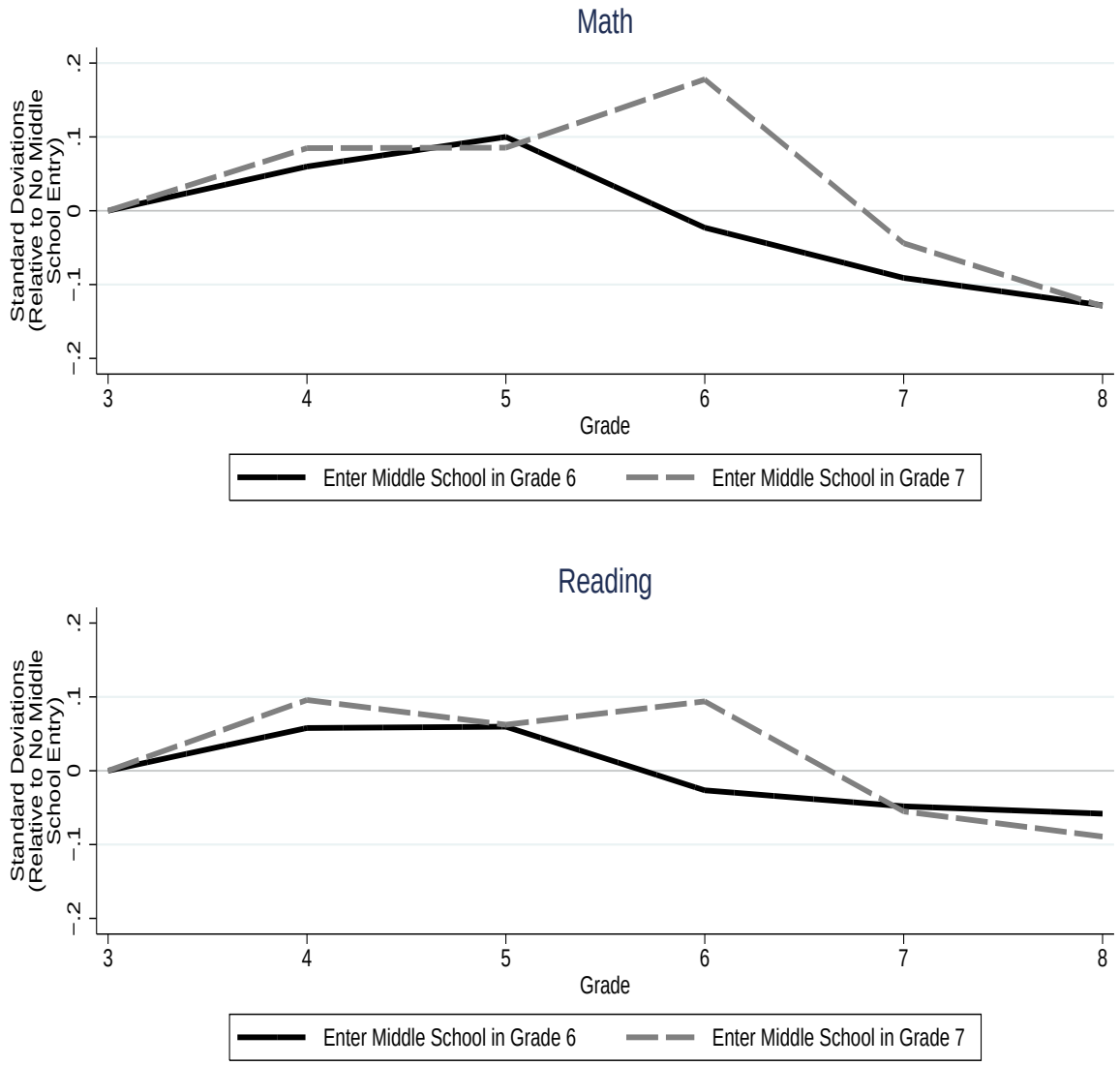
Note: School types are defined by grade span as follows: Middle School: grade 4, 5, or 6 to grade 6, 7, or 8; Junior High School: grade 7 to grade 8 or 9; K-8: grade PK, K, or 1 to grade 8. Source: National Center for Education Statistics, Digest of Education Statistics, 1995-2010.

Figure 2: Reduced-form estimates of grade 3 school type on student achievement
[Grades 3 to 8 balanced sample]



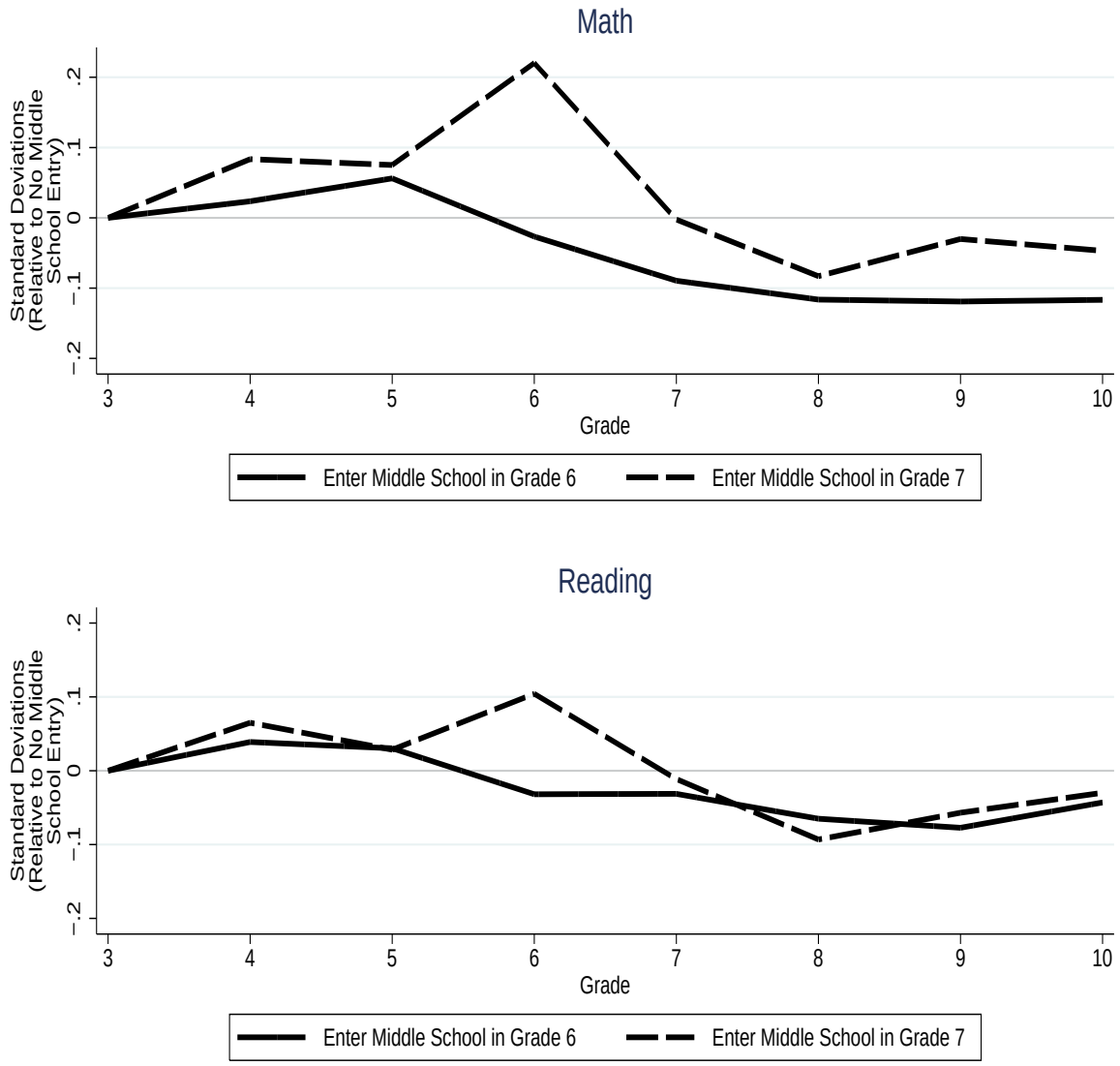
Note: Figures plot reduced-form coefficient estimates for grade interacted with an indicator for the type of school entered in grade 3. Reduced-form regressions include student fixed effects, grade fixed effects, and controls for whether the student attends a charter school, for whether the student was retained that year, and for whether the student was retained in any previous year. Standard errors are clustered by school attended in grade 3. All plotted coefficients are significantly different from zero.

Figure 3: IV estimates of the impact of entering middle school on student achievement [Grades 3 to 8 balanced sample]



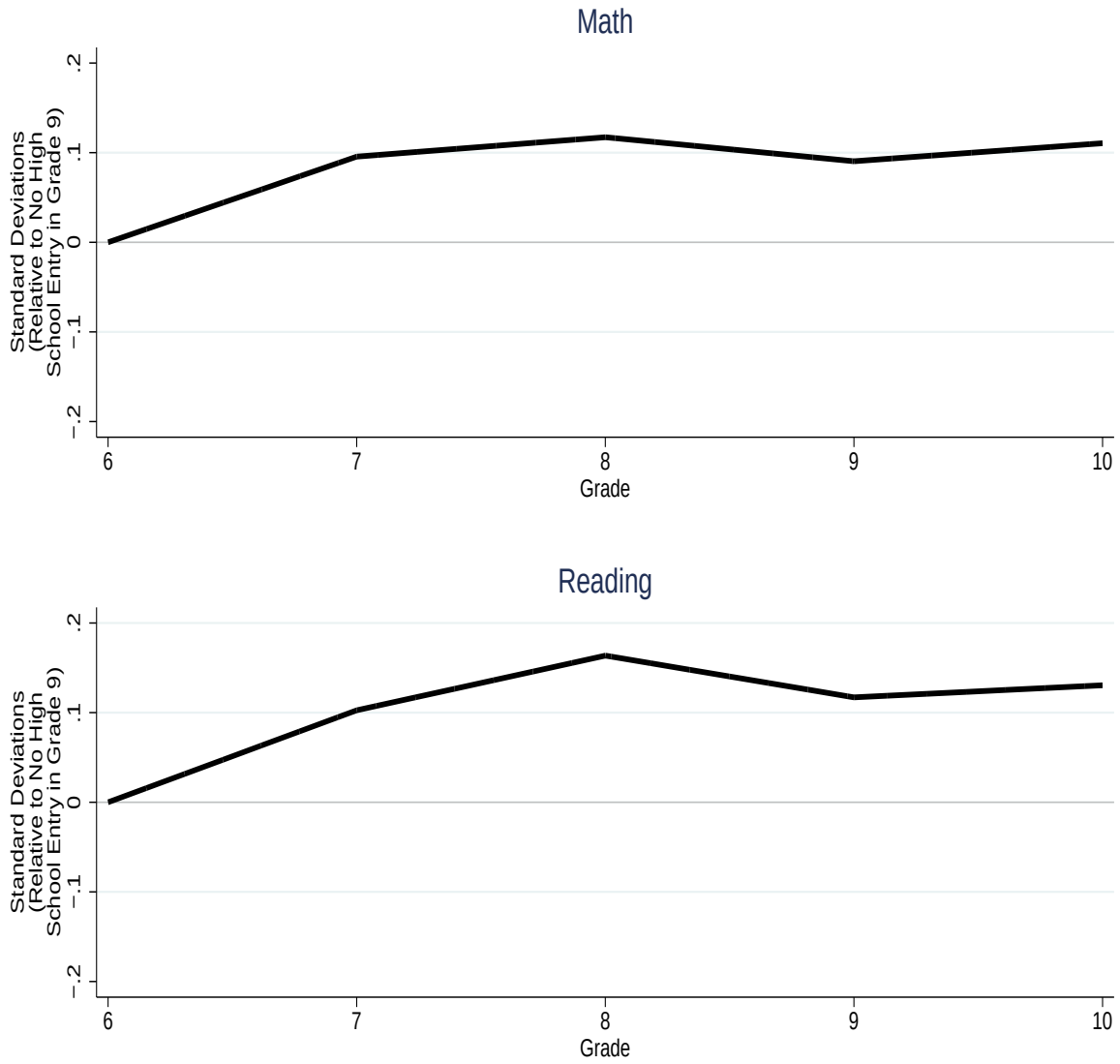
Note: Figures plot coefficient estimates for grade interacted with an indicator for the grade in which a student enters middle school. The plotted coefficients and their standard errors are given in Appendix Table A-1. All regressions include student fixed effects, grade fixed effects, and controls for whether the student attends a charter school, for whether the student was retained that year, and for whether the student was retained in any previous year.

Figure 4: IV estimates of the impact of entering middle school on student achievement [Grades 3 to 10 balanced sample]



Note: Figures plot coefficient estimates for grade interacted with an indicator for the grade in which a student enters middle school. The plotted coefficients and their standard errors are given in Appendix Table A-2. All regressions include student fixed effects, grade fixed effects, and controls for whether the student attends a charter school, for whether the student was retained that year, and for whether the student was retained in any previous year.

Figure 5: IV estimates of the impact of entering high school on student achievement [Grades 6 to 10 balanced sample]



Note: Figures plot coefficient estimates for grade interacted with an indicator for the grade in which a student enters high school. The plotted coefficients and their standard errors are given in Appendix Table A-3. All regressions include student fixed effects, grade fixed effects, and controls for whether the student attends a charter school, for whether the student was held back that year, and for whether the student was held back in any previous year.

Table 1: Summary statistics on students in sample, by grade 3 school structure

	Balanced sample Grades 3 to 8			Balanced sample Grades 3 to 10		
	Range of school, grade 3					
	K - 5	K - 6	K - 8+	K - 5	K - 6	K - 8+
Panel A: Static attributes						
Number of students	409,221	34,583	12,901	136,391	12,507	3,890
White	50 %	55 %	57 %	54 %	57 %	62 %
Black	22 %	22 %	14 %	20 %	20 %	12 %
Hispanic	22 %	19 %	25 %	21 %	19 %	22 %
Location of grade 3 school						
City	24 %	24 %	24 %	23 %	24 %	22 %
Urban fringe	60 %	61 %	37 %	57 %	58 %	36 %
Town or rural	16 %	15 %	39 %	20 %	17 %	42 %
Panel B: Dynamic attributes,	*grade 3*			*grade 3*		
Free or reduced lunch	51 %	44 %	41 %	44 %	39 %	35 %
Special education	15 %	15 %	15 %	11 %	11 %	11 %
FCAT math	-0.01	0.06	0.01	-0.01	0.05	0.02
	(1.00)	(0.99)	(1.00)	(1.00)	(0.98)	(0.96)
FCAT reading	-0.01	0.07	0.07	-0.01	0.07	0.09
	(1.00)	(1.00)	(1.01)	(1.00)	(1.00)	(0.99)
Absences per year	6.90	6.74	6.91	6.55	6.43	6.47
	(6.84)	(6.35)	(6.49)	(6.07)	(5.94)	(5.73)
Panel C: Dynamic attributes,	*grade 8*			*grade 10*		
Ever held back	9 %	10 %	9 %	5 %	6 %	5 %
Free or reduced lunch	45 %	39 %	38 %	35 %	31 %	27 %
Special education	11 %	11 %	12 %	8 %	8 %	9 %
FCAT math	-0.01	0.06	0.10	-0.01	0.09	0.11
	(1.00)	(0.98)	(0.98)	(1.01)	(0.93)	(0.96)
FCAT reading	-0.01	0.05	0.11	-0.01	0.08	0.12
	(1.00)	(0.99)	(1.02)	(1.00)	(0.97)	(1.01)
Absences per year	9.05	8.17	8.47	8.67	8.12	8.16
	(9.17)	(8.26)	(8.41)	(9.48)	(8.70)	(8.38)

Note: Sample includes a balanced panel of students who attended grade 3 between the school years 2000-2001 and 2003-2004 and were tested in Florida public schools for the following five years. Test scores are normalized within year-grade cells. Where relevant, standard deviations are shown in parentheses.

Table 2: Summary statistics on students in sample, by grade 6 school structure
[Grades 6 to 10 balanced sample]

	Range of school, grade 6				
	6 - 8	K - 6	K - 8	K - 10+	6 - 10+
Panel A: Static attributes					
Number of students	409,887	31,176	12,335	3,788	9,510
White	54 %	63 %	56 %	77 %	71 %
Black	20 %	17 %	12 %	13 %	15 %
Hispanic	21 %	16 %	29 %	5 %	11 %
Location of grade 6 school					
City	24 %	26 %	21 %	28 %	16 %
Urban fringe	58 %	59 %	40 %	17 %	35 %
Town or rural	18 %	15 %	39 %	53 %	49 %
Panel B: Dynamic attributes, grade 6					
Free or reduced lunch	42 %	36 %	39 %	29 %	41 %
Special education	12 %	12 %	13 %	17 %	13 %
FCAT math	-0.02	0.21	-0.03	0.23	-0.02
	(1.00)	(0.95)	(0.97)	(1.05)	(1.00)
FCAT reading	-0.01	0.16	-0.00	0.30	-0.01
	(1.00)	(0.98)	(0.99)	(1.03)	(1.00)
Absences per year	7.04	6.37	6.68	6.74	7.16
	(6.84)	(5.93)	(6.26)	(6.87)	(6.72)
Panel C: Dynamic attributes, grade 10					
Free or reduced lunch	33 %	26 %	32 %	24 %	34 %
Special education	9 %	9 %	10 %	11 %	11 %
FCAT math	-0.01	0.09	0.02	0.23	-0.09
	(1.00)	(0.94)	(0.97)	(1.10)	(1.00)
FCAT reading	-0.01	0.06	0.03	0.26	-0.07
	(1.00)	(0.97)	(0.99)	(1.09)	(1.01)
Absences per year	8.41	8.03	8.20	8.40	9.52
	(9.27)	(8.39)	(8.71)	(8.67)	(9.72)

Note: Sample includes a balanced panel of students who attended grade 6 between the school years 2000-2001 and 2004-2005 and were tested in Florida public schools for the following four years. Test scores are normalized within year-grade cells. Where relevant, standard deviations are shown in parentheses.

Table 3: School structure as a predictor of middle and high school entrance

Balanced Sample	Grades 3 to 8		Grades 3 to 10		Grades 6 to 10
	Enter middle school in grade 6	Enter middle school in grade 7	Enter middle school in grade 6	Enter middle school in grade 7	Enter high school in grade 9
Instrument for grade 6 middle school entry	0.661***		0.670***		
	[0.022]		[0.028]		
Instrument for grade 7 middle school entry		0.627***		0.641***	
		[0.030]		[0.036]	
Instrument for grade 9 high school entry					0.724***
					[0.029]
Constant	0.299***	0.015***	0.293***	0.014***	0.258***
	[0.022]	[0.001]	[0.028]	[0.001]	[0.029]
R^2	0.421	0.473	0.444	0.497	0.459
Observations	456,705		152,788		471,270

* p<0.10, ** p<0.05, *** p<0.01

Note: The instrument for grade 6 middle school entry is whether a student was enrolled in a K-5 school in grade 3; likewise the instrument for grade 7 middle school entry is enrollment in a K-6 school in grade 3. The instrument for grade 9 high school entry is whether a student was enrolled in grade 6 in a school with grade 8 as highest grade covered. If students attend a 3 to 6 elementary school in grade 6, the instrument for grade 9 high school entry is whether a student was enrolled in grade 7 in a school with grade 8 as highest grade covered. Standard errors (in brackets) are clustered by school attended in grade 3 in columns 1 to 4 and clustered by school attended in grade 6 in the last column.

Table 4a: Impacts of Grade Configuration: Gains in Relative Math Achievement

	Annual gains in normalized math achievement scores, relative to students who do not enter middle school in grades 6 or 7				high school in grade 9
	Balanced sample grades 3 to 8		Balanced sample grades 3 to 10		Balanced sample grades 6 to 10
	Students entering middle school		*Students entering middle school*		*Students entering high school*
	in grade 6	*in grade 7*	*in grade 6*	*in grade 7*	*in grade 9*
Grade 3 to 4	0.060**	0.085**	0.024	0.084**	
	[0.029]	[0.036]	[0.031]	[0.038]	
Grade 4 to 5	0.040*	0.001	0.033	-0.008	
	[0.021]	[0.027]	[0.031]	[0.037]	
Grade 5 to 6	**-0.123*** **	0.093***	**-0.083*** **	0.145***	
	[0.020]	[0.026]	**[0.029]**	[0.036]	
Grade 6 to 7	-0.068***	**-0.222*** **	-0.063***	**-0.223*** **	0.096***
	[0.015]	**[0.020]**	[0.022]	**[0.027]**	[0.017]
Grade 7 to 8	-0.037***	-0.085***	-0.027	-0.081***	0.022*
	[0.013]	[0.015]	[0.017]	[0.020]	[0.013]
Grade 8 to 9			-0.003	0.053***	**-0.027** **
			[0.017]	[0.020]	**[0.012]**
Grade 9 to 10			0.002	-0.017	0.020**
			[0.015]	[0.018]	[0.009]

* p<0.10, ** p<0.05, *** p<0.01

Note: Point estimates reflect differences between estimated coefficients of IV specifications reported in Tables A-1 to A-3. Standard errors (in brackets) and significance levels are based on linear combination tests between estimated coefficients for subsequent grades. Tests are conducted against the null hypothesis that coefficients for consecutive grades are identical. Estimates in bold represent immediate impacts of entering middle or high school.

Table 4b: Impacts of Grade Configuration: Gains in Relative Reading Achievement

	Annual gains in normalized reading achievement scores, relative to students who do not enter middle school in grades 6 or 7				high school in grade 9
	Balanced sample grades 3 to 8		Balanced sample grades 3 to 10		Balanced sample grades 6 to 10
	Students entering middle school		*Students entering middle school*		*Students entering high school*
	in grade 6	*in grade 7*	*in grade 6*	*in grade 7*	*in grade 9*
Grade 3 to 4	0.058**	0.096***	0.039	0.065*	
	[0.026]	[0.031]	[0.027]	[0.033]	
Grade 4 to 5	0.002	-0.033*	-0.008	-0.037	
	[0.014]	[0.019]	[0.024]	[0.029]	
Grade 5 to 6	**-0.086*** **	0.032*	**-0.062*** **	0.076***	
	[0.014]	[0.018]	**[0.020]**	[0.024]	
Grade 6 to 7	-0.022	**-0.149*** **	0.000	**-0.115*** **	0.103***
	[0.015]	**[0.019]**	[0.024]	**[0.029]**	[0.014]
Grade 7 to 8	-0.010	-0.034**	-0.034*	-0.082***	0.061***
	[0.012]	[0.014]	[0.018]	[0.021]	[0.012]
Grade 8 to 9			-0.012	0.036	**-0.047*** **
			[0.023]	[0.025]	**[0.016]**
Grade 9 to 10			0.034*	0.027	0.014
			[0.019]	[0.022]	[0.011]

* p<0.10, ** p<0.05, *** p<0.01

Note: Point estimates reflect differences between estimated coefficients of IV specifications reported in Tables A-1 to A-3. Standard errors and significance levels are based on linear combination tests between estimated coefficients for subsequent grades. Tests are conducted against the null hypothesis that coefficients for consecutive grades are identical. Estimates in bold represent immediate impacts of entering middle or high school.

Table 5a: Robustness Checks, Math

	Middle school entry grade 6			Middle school entry grade 7			High school entry grade 9		
	prior trend	drop	post trend	prior trend	drop	post trend	prior trend	drop	post trend
Grades	*3 to 5*	*5 to 6*	*6 to 8*	*3 to 6*	*6 to 7*	*7 to 8*	*6 to 8*	*8 to 9*	9 to 10
Baseline									
	0.100 ***	-0.123 ***	-0.105 ***	0.178 ***	-0.222 ***	-0.085 ***	0.117 ***	-0.027 **	0.020 **
	[0.036]	[0.020]	[0.016]	[0.046]	[0.020]	[0.015]	[0.022]	[0.012]	[0.009]
Robustness									
no charter	0.121 ***	-0.111 ***	-0.085 ***	0.199 ***	-0.207 ***	-0.071 ***	0.122 ***	-0.039 ***	0.025 ***
schools	[0.037]	[0.019]	[0.017]	[0.047]	[0.020]	[0.015]	[0.024]	[0.012]	[0.009]
no other	0.092 ***	-0.124 ***	-0.108 ***	0.172 ***	-0.223 ***	-0.086 ***	-	-	-
6+ schools	[0.035]	[0.020]	[0.016]	[0.048]	[0.021]	[0.016]	-	-	-
no retained	0.084 **	-0.119 ***	-0.100 ***	0.170 ***	-0.211 ***	-0.087 ***	0.116 ***	-0.022 *	0.019 **
students	[0.037]	[0.021]	[0.017]	[0.047]	[0.020]	[0.015]	[0.023]	[0.012]	[0.009]
no retention	0.099 ***	-0.124 ***	-0.105 ***	0.181 ***	-0.222 ***	-0.084 ***	0.115 ***	-0.027 **	0.021 **
controls	[0.036]	[0.020]	[0.016]	[0.046]	[0.020]	[0.015]	[0.022]	[0.012]	[0.009]
unbalanced	0.106 ***	-0.141 ***	-0.098 ***	0.163 ***	-0.218 ***	-0.071 ***	0.115 ***	-0.037 ***	0.029 ***
sample	[0.035]	[0.021]	[0.016]	[0.045]	[0.018]	[0.016]	[0.020]	[0.012]	[0.011]
Miami	0.113	-0.230 ***	-0.061 **	0.277 **	-0.228 ***	-0.117 ***	-	-	-
Dade	[0.090]	[0.040]	[0.031]	[0.125]	[0.047]	[0.034]	-	-	-

* p<0.10, ** p<0.05, *** p<0.01

Note: Row labels indicate the type of robustness check. Results are based on 2SLS models. Our preferred results are reported in the first row.

Table 5b: Robustness Checks, Reading

	Middle school entry grade 6			Middle school entry grade 7			High school entry grade 9		
	prior trend	drop	post trend	prior trend	drop	post trend	prior trend	drop	post trend
Grades	*3 to 5*	*5 to 6*	*6 to 8*	*3 to 6*	*6 to 7*	*7 to 8*	*6 to 8*	*8 to 9*	9 to 10
Baseline									
	0.060 **	-0.086 ***	-0.032 *	0.094 ***	-0.149 ***	-0.034 **	0.164 ***	-0.047 ***	0.014
	[0.024]	[0.014]	[0.018]	[0.035]	[0.019]	[0.014]	[0.020]	[0.016]	[0.011]
Robustness									
no charter	0.073 ***	-0.077 ***	-0.027	0.110 ***	-0.151 ***	-0.029 *	0.167 ***	-0.053 ***	0.016
schools	[0.026]	[0.014]	[0.019]	[0.035]	[0.019]	[0.015]	[0.018]	[0.017]	[0.012]
no other	0.056 **	-0.086 ***	-0.032 *	0.088 **	-0.140 ***	-0.028 *	-	-	-
6+ schools	[0.024]	[0.014]	[0.018]	[0.037]	[0.020]	[0.015]	-	-	-
no retained	0.055 **	-0.088 ***	-0.029	0.088 **	-0.150 ***	-0.031 **	0.168 ***	-0.048 ***	0.014
students	[0.024]	[0.015]	[0.019]	[0.035]	[0.020]	[0.015]	[0.020]	[0.017]	[0.012]
no retention	0.059 **	-0.088 ***	-0.032 *	0.098 ***	-0.149 ***	-0.033 **	0.161 ***	-0.047 ***	0.014
controls	[0.024]	[0.014]	[0.018]	[0.035]	[0.019]	[0.014]	[0.019]	[0.016]	[0.011]
unbalanced	0.048 *	-0.089 ***	-0.022	0.082 **	-0.144 ***	-0.020	0.145 ***	-0.046 ***	0.021 *
sample	[0.025]	[0.014]	[0.019]	[0.034]	[0.019]	[0.015]	[0.018]	[0.013]	[0.012]
Miami	0.067	-0.181 ***	-0.008	0.088	-0.111 ***	-0.084 *	-	-	-
Dade	[0.041]	[0.033]	[0.042]	[0.075]	[0.036]	[0.046]	-	-	-

* p<0.10, ** p<0.05, *** p<0.01

Note: Row labels indicate the type of robustness check. Results are based on 2SLS models. Our preferred results are reported in the first row.

Table 6a: Subgroup Results, Math

	Middle school entry grade 6			Middle school entry grade 7			High school entry grade 9		
	prior trend	drop	post trend	prior trend	drop	post trend	prior trend	drop	post trend
Grades	*3 to 5*	*5 to 6*	*6 to 8*	*3 to 6*	*6 to 7*	*7 to 8*	*6 to 8*	*8 to 9*	9 to 10
Baseline									
	0.100 ***	-0.123 ***	-0.105 ***	0.178 ***	-0.222 ***	-0.085 ***	0.117 ***	-0.027 **	0.020 **
	[0.036]	[0.020]	[0.016]	[0.046]	[0.020]	[0.015]	[0.022]	[0.012]	[0.009]
Subgroups									
city	0.099	-0.191 ***	-0.125 ***	0.158 *	-0.273 ***	-0.080 ***	0.114	-0.033	0.017
	[0.083]	[0.054]	[0.029]	[0.082]	[0.034]	[0.029]	[0.077]	[0.030]	[0.028]
urban	0.005	-0.125 ***	-0.131 ***	0.088	-0.241 ***	-0.102 ***	0.170 ***	-0.030	0.027 *
fringe	[0.050]	[0.031]	[0.027]	[0.074]	[0.034]	[0.023]	[0.030]	[0.020]	[0.015]
town or	0.147 ***	-0.081 ***	-0.067 ***	0.137 **	-0.147 ***	-0.052	0.066 **	-0.036 **	0.009
rural	[0.043]	[0.029]	[0.024]	[0.062]	[0.039]	[0.033]	[0.028]	[0.017]	[0.013]
> median	0.061	-0.079 ***	-0.090 ***	0.173 ***	-0.185 ***	-0.079 ***	0.098 ***	-0.014	-0.005
test score	[0.038]	[0.020]	[0.016]	[0.048]	[0.022]	[0.016]	[0.032]	[0.013]	[0.009]
<= median	0.143 ***	-0.179 ***	-0.126 ***	0.211 ***	-0.271 ***	-0.095 ***	0.110 ***	-0.048 ***	0.044 ***
test score	[0.047]	[0.026]	[0.021]	[0.058]	[0.027]	[0.024]	[0.022]	[0.016]	[0.015]
white	0.069 **	-0.105 ***	-0.090 ***	0.138 ***	-0.184 ***	-0.078 ***	0.085 ***	-0.025 *	0.008
	[0.031]	[0.022]	[0.019]	[0.038]	[0.020]	[0.016]	[0.024]	[0.013]	[0.010]
black	0.338 ***	-0.223 ***	-0.191 ***	0.357 ***	-0.397 ***	-0.069 *	0.154 ***	-0.049 **	0.044 *
	[0.071]	[0.057]	[0.036]	[0.105]	[0.050]	[0.039]	[0.035]	[0.025]	[0.025]
hispanic	0.092	-0.134 ***	-0.090 ***	0.347 ***	-0.256 ***	-0.097 ***	0.209 ***	-0.025	0.028
	[0.068]	[0.039]	[0.027]	[0.092]	[0.039]	[0.034]	[0.041]	[0.024]	[0.023]
males	0.076 *	-0.117 ***	-0.123 ***	0.163 ***	-0.244 ***	-0.094 ***	0.134 ***	-0.033 **	0.029 **
	[0.039]	[0.020]	[0.021]	[0.050]	[0.022]	[0.019]	[0.024]	[0.014]	[0.012]
females	0.122 ***	-0.128 ***	-0.088 ***	0.190 ***	-0.200 ***	-0.077 ***	0.102 ***	-0.021 *	0.013
	[0.036]	[0.025]	[0.019]	[0.048]	[0.023]	[0.017]	[0.024]	[0.012]	[0.011]

* p<0.10, ** p<0.05, *** p<0.01

Note: Row labels indicate the type of subgroup analysis. All results are based on 2SLS models. Our preferred results are reported in the first row. Above and below median test score refers to the test score in grade 3 in columns 1 to 6 and to the test score in grade 6 in columns 7 to 9. Location information refers to the location of the school attended in grade 3 in columns 1 to 6 and in grade 6 in columns 7 to 9 and is based on Census Bureau definitions.

Table 6b: Subgroup Results, Reading

	Middle school entry grade 6			Middle school entry grade 7			High school entry grade 9		
	prior trend	drop	post trend	prior trend	drop	post trend	prior trend	drop	post trend
Grades	*3 to 5*	*5 to 6*	*6 to 8*	*3 to 6*	*6 to 7*	*7 to 8*	*6 to 8*	*8 to 9*	9 to 10
Baseline									
	0.060 **	-0.086 ***	-0.032 *	0.094 ***	-0.149 ***	-0.034 **	0.164 ***	-0.047 ***	0.014
	[0.024]	[0.014]	[0.018]	[0.035]	[0.019]	[0.014]	[0.020]	[0.016]	[0.011]
Subgroups									
city	0.103 **	-0.165 ***	0.028	0.132 *	-0.135 ***	-0.010	0.081 *	-0.007	-0.013
	[0.052]	[0.037]	[0.023]	[0.071]	[0.030]	[0.025]	[0.042]	[0.024]	[0.026]
urban	0.011	-0.113 ***	-0.094 ***	-0.006	-0.197 ***	-0.053 *	0.206 ***	-0.073 ***	0.008
fringe	[0.036]	[0.022]	[0.032]	[0.048]	[0.032]	[0.029]	[0.043]	[0.025]	[0.018]
town or	0.055	-0.035 *	-0.057 ***	0.087 *	-0.126 ***	-0.042	0.117 ***	-0.042 **	0.006
rural	[0.034]	[0.018]	[0.022]	[0.050]	[0.029]	[0.027]	[0.018]	[0.021]	[0.015]
> median	0.045 *	-0.092 ***	-0.031 *	0.074 **	-0.139 ***	-0.040 **	0.138 ***	-0.060 **	0.011
score	[0.027]	[0.016]	[0.019]	[0.034]	[0.023]	[0.017]	[0.021]	[0.023]	[0.013]
<= median	0.046	-0.083 ***	-0.039	0.116 **	-0.166 ***	-0.025	0.150 ***	-0.031 *	0.012
test score	[0.030]	[0.020]	[0.024]	[0.046]	[0.022]	[0.022]	[0.024]	[0.016]	[0.015]
white	0.059 **	-0.072 ***	-0.039 **	0.108 ***	-0.160 ***	-0.029 **	0.126 ***	-0.052 ***	0.006
	[0.024]	[0.016]	[0.016]	[0.031]	[0.018]	[0.013]	[0.019]	[0.018]	[0.013]
black	0.137 ***	-0.109 ***	0.032	0.137 **	-0.101 ***	0.010	0.121 ***	-0.035	0.019
	[0.037]	[0.036]	[0.035]	[0.069]	[0.036]	[0.041]	[0.032]	[0.024]	[0.021]
hispanic	0.085 **	-0.110 ***	-0.051	0.199 ***	-0.160 ***	-0.042	0.222 ***	-0.021	-0.004
	[0.040]	[0.027]	[0.038]	[0.058]	[0.039]	[0.036]	[0.040]	[0.029]	[0.028]
males	0.043	-0.067 ***	-0.045 **	0.095 **	-0.169 ***	-0.026	0.170 ***	-0.044 **	0.030 **
	[0.029]	[0.018]	[0.023]	[0.039]	[0.025]	[0.020]	[0.021]	[0.018]	[0.015]
females	0.075 ***	-0.104 ***	-0.021	0.093 ***	-0.130 ***	-0.044 **	0.156 ***	-0.048 ***	-0.002
	[0.025]	[0.017]	[0.020]	[0.036]	[0.019]	[0.018]	[0.021]	[0.017]	[0.011]

* p<0.10, ** p<0.05, *** p<0.01

Note: Row labels indicate the type of subgroup analysis. All results are based on 2SLS models. Our preferred results are reported in the first row. Above and below median test score refers to the test score in grade 3 in columns 1 to 6 and to the test score in grade 6 in columns 7 to 9. Location information refers to the location of the school attended in grade 3 in columns 1 to 6 and in grade 6 in columns 7 to 9 and is based on Census Bureau definitions.

Table 7: Absences, School Dropout, and Grade 9 Retention

	Middle school entry grade 6	Middle school entry grade 7	High school entry grade 9
Panel A: Days of Absence			
prior trend	-0.484 ***	-0.032	0.265
	[0.169]	[0.238]	[0.226]
drop (i.e. increase)	0.967 ***	-0.259	-1.266 ***
	[0.193]	[0.221]	[0.219]
post trend	0.412 **	0.053	0.068
	[0.208]	[0.182]	[0.139]
Panel B: School Dropout in Grade 10			
OLS	0.010***	0.006	–0.061***
	[0.003]	[0.004]	[0.010]
IV	0.014**	0.008	–0.004
	[0.006]	[0.007]	[0.015]
Panel C: Retention in Grade 9			
OLS	0.002	0.010***	–0.002
	[0.002]	[0.002]	[0.002]
IV	0.002	0.010**	0.005*
	[0.003]	[0.004]	[0.003]

* p<0.10, ** p<0.05, *** p<0.01

Note: Panel A reports results of estimating a 2SLS specification identical to our main specification, but with student absence in a school year as dependent variable. Panel B and C report OLS and IV results from estimating a cross-sectional model. The specifications in Panels B and C in columns (column) 1 and 2 (3) include controls for grade 3 (6) test scores, race, gender, year of birth, indicators for whether a student received free or reduced lunch in grade 3 (6), and an indicator for whether a student was classified as a special education student in grade 3 (6). The dependent variable in Panel B is a proxy for high school dropout in grade 10 that indicates whether a student was not enrolled in any public school in Florida in the year when the student should have entered grade 10. The dependent variable in Panel C indicates whether a student repeated grade 9. Standard errors (in brackets) are clustered by school attended in grade 3 (6) in columns (column) 1 and 2 (3).

Table 8: Mean Characteristics by School Type (Administrative Data)

	Elementary	Middle	K-8	p-value of middle-k8 difference
Expenditure per student ($)	7,381	6,752	7,563	0.02
Student/teacher ratio	15.16	17.32	15.92	0.00
Average teacher experience (years)	12.58	12.07	11.93	0.79
Average teacher salary ($)	41,833	41,813	41,177	0.26
New instructional staff (%)	20.78	21.33	26.93	0.01
Number of students	714	1,040	894	0.02
Cohort size				
Grade 6	88	333	118	0.00
Grade 7	.	363	125	0.00
Grade 8	.	360	117	0.00
N	1,577 - 1,595	427 - 484	43 - 48	

Note: All characteristics are measured in the 2005-2006 school year. Cohort sizes by school type are based on the Common Core of Data. All other characteristics stem from the Florida Department of Educations Return on Investment/School Efficiency Measure website (http://roi.fldoe.org/index.cfm). Charter schools are excluded from the sample.

Table 9: Correlates of Grade 5 to 6 Achievement Gains, Students entering Middle School in Grade 6

	Outcome: Normalized achievement scores in grade 6			
	Math		Reading	
Expenditure per student ($100)	–0.0018***	–0.0015***	–0.0015***	–0.0013***
	[0.0002]	[0.0002]	[0.0002]	[0.0002]
Student/teacher ratio	–0.0034***	–0.0041***	–0.0028***	–0.0037***
	[0.0009]	[0.0009]	[0.0008]	[0.0008]
Average teacher experience (years)	0.0059***	0.0056***	0.0039***	0.0032***
	[0.0008]	[0.0008]	[0.0006]	[0.0007]
Average teacher salary ($100)	0.0001	0.0001	0.0002***	0.0002***
	[0.0001]	[0.0001]	[0.0001]	[0.0001]
New instructional staff (%)	0.0001	0.0001	0.0002*	0.0002*
	[0.0001]	[0.0001]	[0.0001]	[0.0001]
Cohort size	0.0001***	0.0001***	0.0000**	0.0000
	[0.0000]	[0.0000]	[0.0000]	[0.0000]
Math score in grade 5	yes	yes	no	no
Reading score in grade 5	no	no	yes	yes
Grade 5 school characteristics	no	yes	no	yes
Observations	386,307	382,289	386,307	382,289
R^2	0.717	0.718	0.651	0.651

* p<0.10, ** p<0.05, *** p<0.01

Note: All regressions control for student characteristics including gender, year of birth, race, whether a student received free or reduced lunch, whether a student is coded as special education student, and whether a student ever repeated a grade. Regressions in columns 2 and 4 additionally control for characteristics of the school attended in grade 5. Standard errors (in brackets) are clustered by school attended in grade 6.

Table 10: Mean Characteristics by School Type (Survey Data)

	Elementary	Middle	K-8	p-value of middle-k8 difference
Length of school Day (minutes)	378.00	398.14	393.30	0.36
Index measures of school policies (Mean=0, SD=1)				
policies to help low-performing students	0.06	0.10	-0.01	0.45
policies to improve low-performing teachers	0.05	-0.04	-0.16	0.40
incentives to reward teacher performance	-0.04	0.11	-0.06	0.23
extent of teacher autonomy	0.01	-0.05	-0.05	0.98
Scheduling and Staffing (share of schools using...)				
block scheduling	0.35	0.34	0.38	0.64
common preparation periods	0.93	0.81	0.70	0.09
subject matter specialist teachers	0.64	0.58	0.58	0.97
teachers organized into teams	0.97	0.92	0.76	0.00
looping	0.44	0.14	0.31	0.00
multi-age classrooms	0.29	0.42	0.47	0.50
School climate (average agreement, 1-5 scale)				
staff morale is low	1.70	1.98	1.84	0.36
staff support/encourage each other	4.30	4.11	4.29	0.14
teachers understand expectations	4.45	4.27	4.32	0.60
new teachers are excellent	3.84	3.65	4.00	0.00
veteran teachers are excellent	4.07	3.94	4.13	0.11
student disruption interferes with learning	1.97	2.39	2.25	0.38
parents worry about violence	1.52	2.07	1.45	0.00
parents monitor academic progress	3.26	3.14	3.29	0.33
N	1,178-1,210	377-429	46-56	

Note: Average characteristics by school type are based on a principal survey conducted in 2004. Length of school day is measured in grade four for elementary schools and grade seven for middle and K-8 schools.

Table A-1: Achievement Regression Results [Grades 3 to 8 balanced sample]

	Normalized achievement scores, relative to students not entering middle school			
	Math		Reading	
	2SLS	OLS	2SLS	OLS
Students entering middle school in grade 6				
Grade 4	0.060**	0.026***	0.058**	0.025***
	[0.029]	[0.010]	[0.026]	[0.009]
Grade 5	0.100***	0.065***	0.060**	0.038***
	[0.036]	[0.012]	[0.024]	[0.008]
Grade 6	–0.023	–0.035**	–0.027	–0.019*
	[0.037]	[0.014]	[0.028]	[0.011]
Grade 7	–0.091**	–0.058***	–0.048	–0.029**
	[0.038]	[0.015]	[0.036]	[0.013]
Grade 8	–0.128***	–0.070***	–0.058	–0.035**
	[0.038]	[0.014]	[0.040]	[0.014]
Students entering middle school in grade 7				
Grade 4	0.085**	0.032**	0.096***	0.038***
	[0.036]	[0.014]	[0.031]	[0.012]
Grade 5	0.085*	0.025	0.062**	0.031***
	[0.045]	[0.016]	[0.030]	[0.011]
Grade 6	0.178***	0.117***	0.094***	0.073***
	[0.046]	[0.019]	[0.035]	[0.014]
Grade 7	–0.044	–0.024	–0.055	–0.049***
	[0.046]	[0.018]	[0.043]	[0.015]
Grade 8	–0.129***	–0.068***	–0.089*	–0.081***
	[0.046]	[0.018]	[0.047]	[0.016]

* p<0.10, ** p<0.05, *** p<0.01

Note: The number of observations in each regression is 2,781,333. All regressions include student fixed effects, grade fixed effects, and controls for whether the student attends a charter school, for whether the student was retained that year, and for whether the student was retained in any previous year. Standard errors (in brackets) are clustered by school attended in grade 3.

Table A-2: Achievement Regression Results [Grades 3 to 10 balanced sample]

	Normalized achievement scores, relative to students not entering middle school			
	Math		Reading	
	2SLS	OLS	2SLS	OLS
Students entering middle school in grade 6				
Grade 4	0.024	0.001	0.039	0.024*
	[0.031]	[0.015]	[0.027]	[0.013]
Grade 5	0.056	0.040**	0.030	0.038***
	[0.044]	[0.019]	[0.026]	[0.012]
Grade 6	–0.027	–0.061***	–0.032	–0.018
	[0.047]	[0.022]	[0.030]	[0.014]
Grade 7	–0.089*	–0.083***	–0.031	–0.022
	[0.048]	[0.023]	[0.039]	[0.017]
Grade 8	–0.116**	–0.088***	–0.065	–0.030
	[0.047]	[0.021]	[0.045]	[0.019]
Grade 9	–0.119**	–0.081***	–0.077**	–0.039**
	[0.048]	[0.021]	[0.039]	[0.017]
Grade 10	–0.117**	–0.081***	–0.043	–0.021
	[0.052]	[0.022]	[0.047]	[0.020]
Students entering middle school in grade 7				
Grade 4	0.084**	0.021	0.065*	0.025
	[0.038]	[0.019]	[0.033]	[0.017]
Grade 5	0.075	0.012	0.028	0.031*
	[0.055]	[0.025]	[0.032]	[0.016]
Grade 6	0.220***	0.109***	0.104***	0.091***
	[0.059]	[0.028]	[0.036]	[0.018]
Grade 7	–0.002	–0.033	–0.011	–0.031
	[0.056]	[0.027]	[0.047]	[0.021]
Grade 8	–0.083	–0.068***	–0.093*	–0.081***
	[0.055]	[0.025]	[0.053]	[0.023]
Grade 9	–0.030	–0.032	–0.057	–0.049**
	[0.056]	[0.025]	[0.047]	[0.021]
Grade 10	–0.047	–0.041	–0.030	–0.042*
	[0.061]	[0.026]	[0.056]	[0.025]

* p<0.10, ** p<0.05, *** p<0.01

Note: The number of observations in each regression is 1,230,144. All regressions include student fixed effects, grade fixed effects, and controls for whether the student attends a charter school, for whether the student was retained that year, and for whether the student was retained in any previous year. Standard errors (in brackets) are clustered by school attended in grade 3.

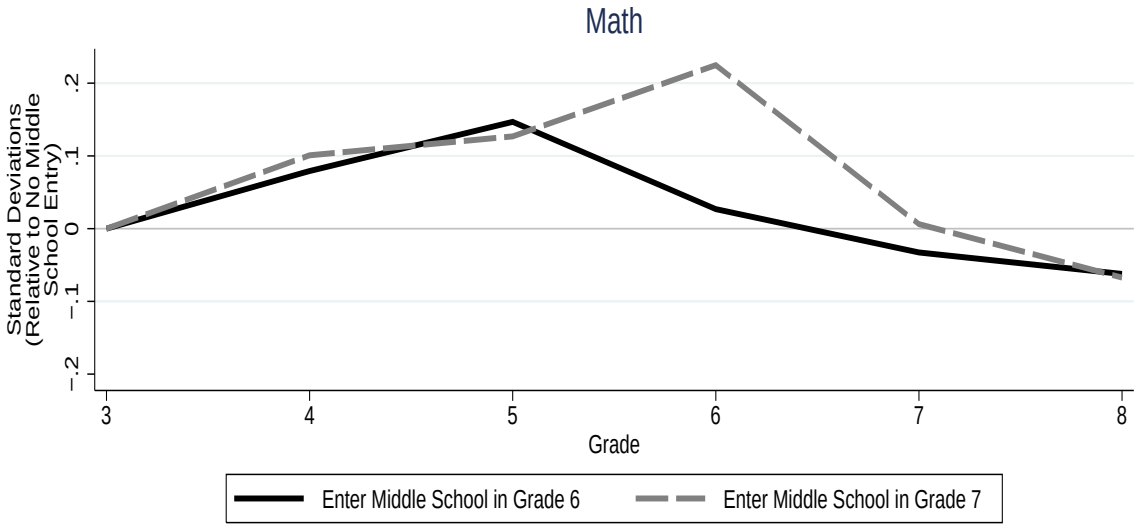
Table A-3: Achievement Regression Results [Grades 6 to 10 balanced sample]

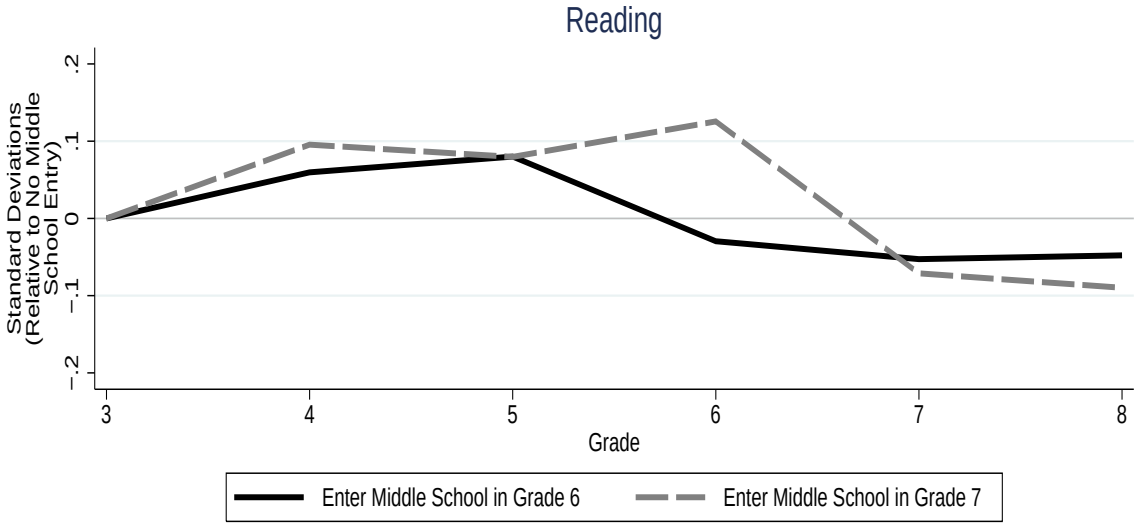
	Normalized achievement scores, relative to students not entering high school in grade 9			
	Math		Reading	
	2SLS	OLS	2SLS	OLS
Students entering high school in grade 9				
Grade 7	0.096***	0.063***	0.103***	0.064***
	[0.017]	[0.010]	[0.014]	[0.008]
Grade 8	0.117***	0.088***	0.164***	0.125***
	[0.022]	[0.013]	[0.020]	[0.012]
Grade 9	0.090***	0.077***	0.117***	0.098***
	[0.020]	[0.012]	[0.020]	[0.011]
Grade 10	0.111***	0.094***	0.131***	0.128***
	[0.022]	[0.013]	[0.025]	[0.016]

* p<0.10, ** p<0.05, *** p<0.01

Note: The number of observations in each regression is 2,371,373. All regressions include student fixed effects, grade fixed effects, and controls for whether the student attends a charter school, for whether the student was retained that year, and for whether the student was retained in any previous year. Standard errors (in brackets) are clustered by school attended in grade 6.

Figure A-1: IV estimates of the impact of entering middle school on student achievement with controls for school resources
[Grades 3 to 8 balanced sample]





Note: Figures plot coefficient estimates for grade interacted with an indicator for the grade in which a student enters middle school. All regressions include student fixed effects, as well as controls for grade, for whether the current school is a charter school, for cohort size, for the average teacher experience in years, for the average teacher salary, the expenditure per student, the student/teacher ratio, the share of new instructional staff, for whether the student was retained that year, and for whether the student was retained in any previous year.